

# **SRO03 OUTDOOR RECREATION TRAINING PACKAGE**

## **Volume 6**

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 5: Outdoor Recreation Specific Units of Competency**

## SRO03 Outdoor Recreation Training Package

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## Contents of SRO03 Outdoor Recreation Training Package

|                          |                                                                                |                                                                                |                                                                                |
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| Competency Standards     | <b>Volume 1</b><br>Generic<br>Units of<br>Competency                           | <b>Volume 2</b><br>Generic<br>Units of<br>Competency                           | <b>Volume 3</b><br>Generic<br>Units of<br>Competency                           |
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| Mapping Tables           |                                                                                |                                                                                |                                                                                |

### 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](http://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](http://www.srt.org.au)).

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

| <b>MODIFICATION HISTORY – ENDORSED MATERIALS</b>                                                                                                                                                       |                        |                       |                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information ( <a href="http://www.ntis.gov.au">http://www.ntis.gov.au</a> ). |                        |                       |                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>SRO03 Outdoor Recreation Training Package</b>                                                                                                                                                       |                        |                       | <b>Sheet: 1 of 1</b>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Version</b>                                                                                                                                                                                         | <b>Date of Release</b> | <b>Authorisation:</b> | <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                      |
| 2                                                                                                                                                                                                      | 13 September 2006      | NQC                   | <ul style="list-style-type: none"> <li>- Repackaging of ALL SRO qualifications. Core BSB and ICAITU units moved to the elective stream, where appropriate</li> <li>- Inclusion of the Units of Competency from TAA04 to replace the BSZ98 Training and Assessment units</li> <li>- Correction of typographical errors in the codes imported from the TDT Training Package</li> </ul> |
| 1                                                                                                                                                                                                      | 21/10/2005             | DEST                  | Insertion of SRO50404 Diploma of Facility Management.<br>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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| PUAOPE002A | OPERATE COMMUNICATIONS SYSTEMS AND EQUIPMENT |
|            |                                              |
| OPS        | Field operations                             |

**DESCRIPTION:** This unit covers the competency to transmit and receive communications in routine and operational situations using the organisation's communication systems and equipment.

| ELEMENT                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Use communications systems and equipment</b> | <p>1.1 <b>Equipment</b> is used and operated safely to support communications consistent with organisations policies and procedures</p> <p>1.2 <b>Communication equipment</b> and techniques are selected to best meet the task, context and needs of the situation</p> <p>1.3 The <b>communication system</b> is correctly utilised to facilitate transmission and reception</p> <p>1.4 <b>Communication systems</b> are operationally maintained according to organisation's policies and procedures</p>                                                                                                                                                |
| <b>2 Transmit and receive communications</b>      | <p>2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisational policy and procedures</p> <p>2.2 Contact is acknowledged, communication is confirmed and actioned initiated</p> <p>2.3 Communication faults and deficiencies are reported according to organisation's policy and procedures</p> <p>2.4 Alternative communication strategies are employed according to organisational procedures to address identified faults and deficiencies in communication</p> <p>2.5 Communication is processed and recorded in accordance with organisation's policies and procedures</p> |
| <b>3 Maintain communications equipment</b>        | <p>3.1 Fault finding techniques are applied and basic maintenance conducted according to organisational policies and procedures</p> <p>3.2 Faulty equipment is identified and noted for repair</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



## Range Statements

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

| <b>RANGE STATEMENT</b>                   | <b>CATEGORIES</b>                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication equipment</b>           | may include <ul style="list-style-type: none"> <li>• personal computers and modems</li> <li>• radio</li> <li>• facsimiles</li> <li>• signalling devices</li> <li>• mobile</li> <li>• landline and satellite telephones</li> <li>• pagers</li> </ul>                                                                               |
| <b>Communications systems</b>            | may include <ul style="list-style-type: none"> <li>• organisation's networks</li> <li>• communication protocols</li> <li>• verbal communication procedure</li> <li>• geographical information systems</li> <li>• relevant legislation such as Telecommunications Act</li> </ul>                                                   |
| <b>Verbal Communication procedures</b>   | may include <ul style="list-style-type: none"> <li>• pro-words</li> <li>• phonetic alphabet</li> <li>• call signs</li> <li>• coded messages</li> <li>• use of abbreviations</li> <li>• emergency procedures</li> </ul>                                                                                                            |
| <b>Voice procedures</b>                  | may include <ul style="list-style-type: none"> <li>• rhythm</li> <li>• speed</li> <li>• volume</li> <li>• pitch</li> <li>• sentences</li> <li>• correcting mistakes</li> <li>• repetitions</li> </ul>                                                                                                                             |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Evidence Guide

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

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence</b>       | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge to transmit and receive communications in routine and operational situations</li> <li>Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>accurately transmit and receive communications using the organisation's communication system and equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Range of communication equipment available to the organisation</li> <li>The organisation's communications system</li> <li>Organisational policy and procedures relevant to the operation of communication equipment</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Utilise the organisation's communication processes and systems</li> <li>Use verbal communications procedures consistent with the organisation's communication system</li> <li>Clean and service communications equipment according to organisation's procedures</li> <li>Report communication faults and deficiencies according to organisational procedures</li> </ul> </li> </ul>                                                                                                                                                                                  |
| <b>Resource implications</b>              | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>communications equipment</li> <li>appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>         | <ul style="list-style-type: none"> <li>Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                              | contexts applicable to the work environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context of assessment</b> | <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li><li>• Observation of the use of a range of communication equipment under non-operational and operational conditions or in a simulated environment</li></ul> |

| KEY 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                           | 1                                   | 1              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                  |
|------------|--------------------------------------------------|
| SROOPS001B | IMPLEMENT MINIMAL ENVIRONMENTAL IMPACT PRACTICES |
|            |                                                  |
| OPS        | Field operations                                 |

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

This unit covers the knowledge and skills required to ensure that practices are implemented to achieve minimal environmental impact whilst participating in outdoor activities under supervision.

| ELEMENT                                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Determine the environmental impacts of outdoor recreation activities</b> | 1.1 Identify the impacts caused by participation in outdoor recreation activities<br>1.2 Determine the possible causes of these impacts<br>1.3 Identify the consequences of the <b>impact</b> on the environment<br>1.4 Source information on <b>key practices and procedures</b> used to reduce the <b>impact</b>                                                                                                                                                                      |
| <b>2 Adopt minimal impact practices</b>                                       | 2.1 Apply <b>minimal impact practices</b> and procedures, as recommended by resource managers and peak activity groups, to reduce impact on the natural environment<br>2.2 Use equipment in a manner to reduce <b>impact</b> on the natural environment<br>2.3 Demonstrate etiquette and appropriate behaviour when interacting with others in the immediate vicinity<br>2.4 Use heritage or cultural sites in accordance with protocols, guidelines and/or directions from supervisors |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Impact                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• pollution with foreign matter, human waste, rubbish, soap, detergent</li> <li>• vegetation trampling and breakage</li> <li>• breakage and dislodgment of rock and other formations</li> <li>• compaction of soil and other deposits</li> <li>• disturbance of fauna</li> <li>• introduction of new flora and fauna</li> <li>• chemical alteration of environments</li> <li>• damage to, or inappropriate behaviour in, cultural sites</li> <li>• graffiti</li> <li>• reduction in decomposing timber</li> <li>• campfire scars</li> <li>• noise</li> <li>• intrusion into private lives and culture</li> <li>• development of facilities and signs</li> </ul> |
| Key practices and procedures | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• restricting access</li> <li>• limiting group size</li> <li>• seasonal restrictions</li> <li>• use of permits</li> <li>• Codes of Ethics and Conduct</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Minimal impact practices     | <p>[all categories]</p> <p>Practices which may be implemented to minimise impact include</p> <ul style="list-style-type: none"> <li>• avoidance of sensitive areas</li> <li>• appropriate site and route selection</li> <li>• limited party size</li> <li>• removal of rubbish</li> <li>• appropriate sanitation practices</li> <li>• use of fuel stoves</li> <li>• use of low impact equipment</li> <li>• keeping to marked tracks or routes</li> <li>• appropriate washing procedures</li> <li>• respect and protection of heritage and cultural sites</li> <li>• campfire management and rehabilitation</li> </ul>                                                                                                          |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the environmental impacts of at least one type of outdoor recreation activity and the causes and consequences of those impacts</li> <li>Assessment of performance should be over two (2) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to implementing minimal environmental impact practices relevant to at least one outdoor activity covering the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>comply with general and activity - specific Codes of Ethics and/or Codes of Conservation or Codes of Conduct</li> <li>implement recommended minimal impact practices whilst participating in at least one type of outdoor recreation activity</li> </ul> </li> </ul>                                                                   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units               <ul style="list-style-type: none"> <li>Activity-specific units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Minimal impact codes of ethics/conservation relevant to State/Territory and activity area</li> <li>Area restrictions and resource management requirements</li> <li>Basic ecological principles, life cycles and interrelationships</li> <li>Sources of information on minimal impact practices</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Minimal impact practices relevant to specific activities and sites/locations</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>an outdoor environment whilst participating in an outdoor activity</li> <li>activity specific equipment</li> <li>personal clothing appropriate to location and conditions</li> <li>food and water resources</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in the unit SROOPS002B Plan for minimal environmental impact</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul> |



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|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the wide range of environments and the potential impacts, this unit of competency must be assessed over two (2) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to implementing minimal environmental impact practices relevant to at least one area of outdoor activity</li> </ul>                                                                                                                                                                                                                                                                                        |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real outdoor activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Determining impacts caused by outdoor recreation activities</li> <li>• <b>Communicating ideas and information</b> - Communicating with resource managers to access specific Codes of Conduct or requirements for an area/site</li> <li>• <b>Planning and organising activities</b> - Planning activity to comply with minimal impact code</li> <li>• <b>Working with teams and others</b> - Working with land managers to plan activities which comply with policies and management strategies</li> <li>• <b>Using mathematical ideas and techniques</b> - Determining suitable numbers for an activity, based on possible environmental and social impact</li> <li>• <b>Solving problems</b> - Planning alternate methods or routes so as to reduce environmental impact</li> <li>• <b>Using technology</b> - Using equipment eg, fuel stoves, to reduce environmental impact</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROOPS002B | PLAN FOR MINIMAL ENVIRONMENTAL IMPACT |
| OPS        | Field operations                      |

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

This unit covers the knowledge and skills required to plan outdoor activities to ensure that minimal environmental impact occurs. The planning requires consideration of the appropriate combination of an activity with a setting. This involves the learner making informed decisions about the selection of settings and the conduct of the activity during the planning phase.

**Note:** For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

This unit incorporates the unit SROOPS001B Implement minimal environmental impact practices, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

| ELEMENT                                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Identify the interrelationships occurring within a natural environment</b> | 1.1 Identify <b>key ecological concepts</b> and their relationships within natural ecosystems<br>1.2 Determine natural <b>processes and interrelationships</b> occurring within natural environments<br>1.3 Identify the manner in which interrelationships between natural processes can be affected                                                                                                                                                                                                                                   |
| <b>2 Identify sources of environmental impact</b>                               | 2.1 Determine human <b>impact</b> through recreational activities on natural processes and interrelationships<br>2.2 Determine aspects unique to a specific environment<br>2.3 Identify sensitive areas after consultation with appropriate <b>authorities</b><br>2.4 Source information on the <b>types of environmental impact</b> likely to occur during specific outdoor activities in specific locations<br>2.5 Determine <b>uses for land and water resources</b>                                                                 |
| <b>3 Identify sources of social impact</b>                                      | 3.1 Identify other <b>uses</b> of a particular site/location and discuss possible implications for outdoor recreation and the <b>resources</b><br>3.2 Assess whether particular settings offer appropriate recreation opportunities by examining the nature of the activities and matching this with the <b>characteristics of the settings</b><br>3.3 Source information on the <b>types of social impacts</b> likely to occur during specific outdoor activities in specific locations                                                |
| <b>4 Plan for minimal impact</b>                                                | 4.1 Identify current <b>management strategies</b> implemented by resource managers for environmental asset management<br>4.2 Source appropriate information from <b>authorities</b> , landowners and/or custodians in order to identify the parameters of use<br>4.3 Demonstrate compliance with resource management principles and policies when planning the activity location/site<br>4.4 Demonstrate consideration of suitability and appropriate use of a specific recreation setting for the proposed outdoor recreation activity |
| <b>5 Implement methods to minimise impact</b>                                   | 5.1 Plan and conduct activities in a manner which minimises environmental <b>impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                      | <p>5.2 Comply with policies and management plans relevant to the activity area</p> <p>5.3 Develop activity aims in order to achieve minimal <b>impact</b></p> <p>5.4 Communicate <b>unique aspects</b> of a setting and specific impacts likely to occur during an activity to other participants in the activity</p> <p>5.5 Adopt and model a positive and caring attitude towards the natural environment throughout activities</p> <p>5.6 Demonstrate cooperation and consideration towards other users in settings where multiple use occurs</p> |
| <b>6 Monitor and review minimal impact practices</b> | <p>6.1 Identify <b>basic techniques</b> to determine the nature and degree of <b>impact</b></p> <p>6.2 Evaluate the effectiveness of personal minimal <b>impact</b> practices using <b>basic techniques</b></p> <p>6.3 Modify <b>impact</b> reduction strategies, where necessary, after evaluation</p>                                                                                                                                                                                                                                              |

## Range Statements

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

| RANGE STATEMENT                       | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Authorities</b>                    | [all categories] <ul style="list-style-type: none"> <li>• relevant state and local government authorities, eg, National Parks and Wildlife Services</li> <li>• land owners</li> <li>• custodians</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Basic techniques</b>               | [all categories] <ul style="list-style-type: none"> <li>• observation</li> <li>• questioning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Characteristics of the setting</b> | [all categories] <ul style="list-style-type: none"> <li>• biological, including               <ul style="list-style-type: none"> <li>○ vegetation</li> <li>○ landscape</li> <li>○ topography</li> <li>○ scenery</li> </ul> </li> <li>• social, including               <ul style="list-style-type: none"> <li>○ number of people present and activities they pursue</li> </ul> </li> <li>• managerial, including               <ul style="list-style-type: none"> <li>○ ownership</li> <li>○ development</li> <li>○ access regulations</li> </ul> </li> </ul>                                                                                                                                                                                                   |
| <b>Impact</b>                         | [all categories] <p>on ecology</p> <ul style="list-style-type: none"> <li>• soil, including               <ul style="list-style-type: none"> <li>○ destruction of surface organism matter</li> <li>○ compaction</li> <li>○ aeration</li> <li>○ temperature</li> <li>○ moisture</li> <li>○ erosion</li> </ul> </li> <li>• plants, including               <ul style="list-style-type: none"> <li>○ direct injury or death</li> <li>○ introduction of exotic species</li> <li>○ changes in species composition</li> <li>○ suppression of germination of new plants</li> <li>○ reduction in growth rates of new plants</li> </ul> </li> <li>• water, including               <ul style="list-style-type: none"> <li>○ reduced water quality</li> </ul> </li> </ul> |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                         | <ul style="list-style-type: none"> <li>○ changes in seasonal availability</li> <li>• geology including             <ul style="list-style-type: none"> <li>○ erosion</li> <li>○ artificial inclusions, eg, climbing bolts</li> <li>○ displacement/destruction</li> </ul> </li> <li>• wildlife, including             <ul style="list-style-type: none"> <li>○ killing</li> <li>○ disturbance</li> <li>○ loss of habitat</li> <li>○ altered populations</li> <li>○ intrusion, eg, feeding, introduced species</li> </ul> </li> </ul> |
| <b>Key ecological concepts</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• energy flow</li> <li>• community</li> <li>• diversity</li> <li>• change</li> <li>• adaptations</li> <li>• biosphere</li> <li>• interrelationships</li> <li>• cycles</li> </ul>                                                                                                                                                                                                                                                                                    |
| <b>Management strategies</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• dispersal of use</li> <li>• concentration of use</li> <li>• site location</li> <li>• site hardening or shielding</li> <li>• type of use             <ul style="list-style-type: none"> <li>○ zoning</li> <li>○ size limitations</li> <li>○ noise restrictions</li> <li>○ speed restrictions</li> </ul> </li> </ul>                                                                                                                                                |
| <b>Processes and interrelationships</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• food chains             <ul style="list-style-type: none"> <li>○ sun</li> <li>○ plants</li> <li>○ herbivores</li> <li>○ predators</li> </ul> </li> <li>• introduced species</li> <li>• loss of habitat</li> <li>• removal of species</li> <li>• selective enhancement of feeding opportunities</li> </ul>                                                                                                                                                         |
| <b>Resources</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• water</li> <li>• space</li> <li>• huts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                          | <ul style="list-style-type: none"> <li>fires and wood for fuel</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Types of environmental impact</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>pollution</li> <li>physical damage</li> <li>alteration to the environment, including               <ul style="list-style-type: none"> <li>disturbance of fauna</li> <li>introduction of new flora and fauna</li> <li>chemical alteration of environments</li> <li>reduction in decomposing timber</li> <li>gates not left as required by landholders</li> <li>damage to, or inappropriate behaviour in, cultural sites</li> </ul> </li> <li>Visual, including               <ul style="list-style-type: none"> <li>graffiti</li> <li>campfire scars</li> </ul> </li> <li>Noise               <ul style="list-style-type: none"> <li>intrusion into private lives and culture</li> </ul> </li> <li>Development of facilities and signs</li> </ul> |
| <b>Types of social impacts</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>conflicts with other recreational users</li> <li>change of setting</li> <li>damage to cultural heritage</li> <li>conflicts with other forest uses/users</li> <li>crowding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Unique aspects</b>                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>caves</li> <li>archaeological, heritage and cultural sites</li> <li>local traditions</li> <li>protected areas</li> <li>delicate/fragile formations and strata</li> <li>flora and fauna with restricted distribution</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Uses for land and water resources</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>mining</li> <li>recreation</li> <li>grazing</li> <li>agriculture</li> <li>hunting</li> <li>cultural purposes</li> <li>tourism</li> <li>conservation</li> <li>other State/Territory specific uses</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the following as the basis for planning activities that cause minimal impact               <ul style="list-style-type: none"> <li>○ underpinning principles of ecology</li> <li>○ underpinning principles of resource management</li> </ul> </li> <li>• Assessment of performance should be over three (3) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to planning for minimal environmental impact relevant to at least one outdoor activity covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of ecological concepts, processes, interrelationships, social aspects and management strategies to plan activities that are appropriate to the proposed location/site with respect to environmental impact</li> <li>○ plan for minimal impact during at least one type of outdoor recreation activity</li> <li>○ comply with minimal impact practices during the conduct of an activity</li> <li>○ monitor and review the conduct of activities in light of impacts caused</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Unit(s) associated with participation in, or conduct of, any outdoor recreation activity</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Minimum impact codes</li> <li>○ Legal and statutory requirements (of resource management agencies)</li> <li>○ Specific problems of fragile environments or threatened species</li> <li>○ Area restrictions</li> <li>○ Limited knowledge of biological systems and their interrelationships</li> <li>○ General knowledge of factors affecting land management planning, eg, limits of acceptable change, recreation succession</li> <li>○ Familiarity with terms used in planning for appropriate use of sites/locations                   <ul style="list-style-type: none"> <li>▪ recreation setting</li> <li>▪ recreation activity</li> <li>▪ recreation opportunity</li> </ul> </li> <li>○ Cultural protocols for making contact and communicating with indigenous people and organisations</li> <li>○ Impacts caused by outdoor recreation activities</li> <li>○ Practices which may be implemented to minimise impact</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                      |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                   | <ul style="list-style-type: none"> <li>○ Practices and procedures used by resource management authorities to reduce impact</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Minimal impact practices</li> <li>○ Research and evaluation of impact through observation and questioning</li> <li>○ Communication and interpersonal skills</li> <li>○ Problem solving and solution focused strategies</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ an outdoor location suitable for the conduct of an outdoor recreation activity</li> <li>○ activity specific equipment</li> <li>○ personal clothing appropriate to location and conditions</li> <li>○ food and water resources</li> <li>○ resource management agencies' requirements</li> </ul> </li> <li>• Human resources - Assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit SROOPS008A Apply the principles of natural resource management</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the range of possible impacts and the minimisation strategies involved, this unit of competency must be assessed over three (3) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to planning for minimal environmental impact relevant to at least one area of outdoor activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst planning and participating in an actual/real outdoor activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| KEY 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                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Accessing and interpreting relevant information from appropriate authorities pertaining to a particular area or setting</li> <li>• <b>Communicating ideas and information</b> - Communicating with relevant land management authorities, clients and other users with regards to planning for minimal environmental impact</li> <li>• <b>Planning and organising activities</b> - Planning appropriate activities and conducting them in a way that minimises the environmental impact on a particular area or setting</li> <li>• <b>Working with teams and others</b> - Working collaboratively with land management authorities, colleagues, clients and other users in order to apply consistent and agreed upon minimal impact practices</li> <li>• <b>Using mathematical ideas and techniques</b> - Using basic calculations to determine impact on sites</li> <li>• <b>Solving problems</b> - Applying knowledge of potential environmental and social impacts of a particular setting in order to find solutions to planning considerations</li> <li>• <b>Using technology</b> - Sourcing relevant information from appropriate authorities pertaining to a particular area or setting</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                           |
|------------|---------------------------|
| SROOPS003B | APPLY WEATHER INFORMATION |
|            |                           |
| OPS        | Field operations          |

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

This unit covers the knowledge and skills required to access and interpret meteorological data in order to plan outdoor activities.

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Apply weather information</b>     | 1.1 Identify <b><i>sources of relevant weather information</i></b><br>1.2 Obtain general <b><i>meteorological data</i></b><br>1.3 Access area specific information                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>2 Interpret weather information</b> | 2.1 Interpret <b><i>meteorological data</i></b> in terms of likely weather conditions in areas which are to be used for an activity<br>2.2 Interpret Bureau of Meteorology forecasts and warnings in terms of future weather conditions in areas which are to be used for an activity<br>2.3 Assess <b><i>additional relevant information</i></b> that is relevant to the predicted weather<br>2.4 Evaluate current and predicted weather conditions in terms of their effect on a planned outdoor activity<br>2.5 Modify activity plans, if necessary, following consideration of weather information |

## Range Statements

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

| RANGE STATEMENT                                | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional relevant information</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• river heights</li> <li>• estimated water release from dams</li> <li>• high and low tides</li> <li>• snow cover</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>Meteorological data</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• synoptic charts</li> <li>• satellite images</li> <li>• daily and four day forecasts</li> <li>• maximum and minimum temperatures</li> <li>• rainfall</li> <li>• snowfall</li> <li>• barometric pressure</li> <li>• warnings               <ul style="list-style-type: none"> <li>○ wind</li> <li>○ rain</li> <li>○ storm</li> <li>○ cyclone</li> <li>○ hail</li> <li>○ blizzard</li> </ul> </li> </ul> |
| <b>Sources of relevant weather information</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• statutory bodies, eg, Bureau of Meteorology, Water Resources</li> <li>• media, eg, newspapers, radio</li> <li>• National Parks and Wildlife Services</li> <li>• Police</li> <li>• Internet</li> <li>• local inhabitants</li> <li>• motoring associations</li> </ul>                                                                                                                                   |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of types and sources of meteorological data relevant to at least one type of outdoor recreation activity</li> <li>• Assessment of performance should be over two (2) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to applying weather information relevant to at least one outdoor activity covering the prescribed number of categories from the Range Statements</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>◦ Apply weather information in an activity - specific context to at least one type of outdoor recreation activity to make reasonable predictions, based on different meteorological data</li> </ul> </li> </ul>                                                                                                                                                                                     |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>◦ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ Activity-specific units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>◦ Basic factors affecting global, regional and local climatic conditions</li> <li>◦ Local climatic conditions and the effect of altitude</li> <li>◦ Influence of local air masses, seasons and topography on weather</li> <li>◦ Maritime influence on weather and climate</li> <li>◦ Barometric pressure and its implications</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>◦ Analysis of information</li> <li>◦ Problem solving and decision making to determine the impact of meteorological data on planned activities</li> <li>◦ Contingency planning</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                 |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>◦ meteorological data</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>◦ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROOPS004B)</li> <li>◦ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>◦ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>◦ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as the number of sources of data and the interpretation of the range of available data, this unit of competency must be assessed over two (2) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to applying weather information relevant to at least one outdoor activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed whilst applying weather information to a planned outdoor recreation activity</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over 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 required knowledge and skills and analysis of meteorological data for specific locations and conditions</li> </ul> |

| KEY 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              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting meteorological information and interpreting it</li> <li>• <b>Communicating ideas and information</b> - Requesting additional information, such as water levels</li> <li>• <b>Planning and organising activities</b> - Planning activities based on weather interpretation</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Interpreting changes in wind direction and barometric pressure</li> <li>• <b>Solving problems</b> - Determining the impact of forecast weather at a specific site/location</li> <li>• <b>Using technology</b> - Using the internet to access meteorological information prior to undertaking an activity</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                           |
|------------|-------------------------------------------|
| SROOPS004B | INTERPRET WEATHER CONDITIONS IN THE FIELD |
|            |                                           |
| OPS        | Field operations                          |

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

This unit covers the knowledge and skills required to interpret weather signs in the field in order to predict future weather conditions and their impact on outdoor recreation activities.

This unit incorporates the unit SROOPS003B Apply weather information, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

| ELEMENT                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Apply weather information</b>                                      | 1.1 Identify <b><i>sources of relevant weather information</i></b><br>1.2 Obtain general <b><i>meteorological data</i></b><br>1.3 Access area specific information                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>2 Interpret weather information</b>                                  | 2.1 Interpret <b><i>meteorological data</i></b> in terms of likely weather conditions in areas which are to be used for an activity<br>2.2 Interpret Bureau of Meteorology forecasts and warnings in terms of future weather conditions in areas which are to be used for an activity<br>2.3 Assess <b><i>additional relevant information</i></b> that is relevant to the predicted weather<br>2.4 Evaluate current and predicted weather conditions in terms of their effect on a planned outdoor activity<br>2.5 Modify activity plans, if necessary, following consideration of weather information |
| <b>3 Assess the influence of topography on local weather conditions</b> | 3.1 Identify <b><i>local topographic influences</i></b> most likely to affect weather conditions<br>3.2 Forecast the most likely affect that local influences will have on weather conditions                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>4 Interpret local weather signs to identify likely changes</b>       | 4.1 Identify <b><i>weather signs</i></b> that may be used to interpret and predict local conditions<br>4.2 Evaluate <b><i>weather signs</i></b> to monitor and interpret current and future conditions<br>4.3 Assess short and long term implications of <b><i>weather signs</i></b> on an outdoor recreation activity<br>4.4 Take appropriate action to minimise the consequences of adverse changes in weather                                                                                                                                                                                       |



## Range Statements

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

| RANGE STATEMENT                        | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional relevant information</b> | [all categories] <ul style="list-style-type: none"> <li>• river heights</li> <li>• estimated water release from dams</li> <li>• high and low tides</li> <li>• snow cover</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>Local topographic influences</b>    | [all categories] <ul style="list-style-type: none"> <li>• altitude</li> <li>• bodies of water</li> <li>• local air masses</li> <li>• maritime influences</li> <li>• distance from coast</li> <li>• local land masses</li> </ul>                                                                                                                                                                                                                                 |
| <b>Meteorological data</b>             | [all categories] <ul style="list-style-type: none"> <li>• synoptic charts</li> <li>• satellite images</li> <li>• daily and four day forecasts</li> <li>• maximum and minimum temperatures</li> <li>• rainfall</li> <li>• snowfall</li> <li>• barometric pressure</li> <li>• warnings               <ul style="list-style-type: none"> <li>○ wind</li> <li>○ rain</li> <li>○ storm</li> <li>○ cyclone</li> <li>○ hail</li> <li>○ blizzard</li> </ul> </li> </ul> |
| <b>Sources of information</b>          | [all categories] <ul style="list-style-type: none"> <li>• statutory bodies, eg, Bureau of Meteorology, Water Resources</li> <li>• media, eg, newspapers, radio</li> <li>• National Parks and Wildlife Services</li> <li>• Police</li> <li>• Internet</li> <li>• local inhabitants</li> <li>• motoring associations</li> </ul>                                                                                                                                   |
| <b>Weather signs</b>                   | [all categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|  |                                                                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• cloud formation and patterns</li><li>• wind direction and velocity</li><li>• air temperature</li><li>• barometric pressure changes</li></ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of weather signs in order to assess their likely implications for the conduct of at least one type of outdoor recreation activity</li> <li>Assessment of performance should be over three (3) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to interpreting weather signs whilst conducting at least one type of outdoor activity and in order to cover the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>read and accurately interpret weather signs in a variety of geographic locations and conditions</li> <li>assess the short and long term implications of the weather signs on a specific outdoor activity</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with other units               <ul style="list-style-type: none"> <li>Relevant units specific to a particular outdoor activity</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Regional norms and local influences on weather</li> <li>Pressure systems and gradients</li> <li>Wind and cloud patterns</li> <li>Topography and its affect on weather</li> <li>Basic principles of interpretation of meteorological data</li> <li>Use of instruments to obtain and monitor weather data</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Observation of weather signs</li> <li>Analysis and interpretation of weather signs</li> <li>Decision making</li> <li>Contingency management</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>a range of outdoor environments suitable for the conduct of outdoor recreation activities</li> <li>access to basic meteorological instruments</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>                        |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ relevant area</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the number of factors influencing weather, this unit of competency must be assessed over three (3) different occasions and locations in order to ensure consistency of performance over the Range Statements and contexts applicable to interpreting weather conditions in the field</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of interpreting weather signs whilst participating in an outdoor recreation activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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                          | -                           | 3                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting meteorological information prior to and during an outdoor recreation activity and interpreting it</li> <li>• <b>Communicating ideas and information</b> - Communicating strategies to minimise the consequences of adverse changes in weather</li> <li>• <b>Planning and organising activities</b> - Planning activities and contingency plans, based on weather interpretation</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating changes in temperature and barometric pressure</li> <li>• <b>Solving problems</b> - Dealing with the onset of bad weather whilst participating in an outdoor activity</li> <li>• <b>Using technology</b> - Using the internet to access meteorological information prior to undertaking an activity; using equipment whilst participating in an outdoor activity to measure weather parameters</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                |
|------------|--------------------------------|
| SROOPS005B | APPLY SEARCH AND RESCUE SKILLS |
|            |                                |
| OPS        | Field operations               |

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

This unit covers the knowledge and skills required to conduct preliminary search and rescue procedures and determine the necessity for assistance.

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Initiate a search/rescue</b>    | 1.1 Assess <b>situation</b> and options<br>1.2 Consider <b>factors of an appreciation</b><br>1.3 Obtain and document appropriate information<br>1.4 Consider safety of search/rescue party and implement operational policies and procedures<br>1.5 Develop a workable response plan and communicate to relevant persons<br>1.6 Initiate an initial search and rescue<br>1.7 Make the decision to locate and evacuate or call for assistance without delay                                                                                                                                                         |
| <b>2 Carry out a search</b>          | 2.1 Define the possible and probable search areas, based on all available information including the missing party/person's <b>personal factors</b><br>2.2 Establish communication processes and promulgate contingency plans to all involved<br>2.3 Conduct search methodically, using appropriate <b>search techniques</b>                                                                                                                                                                                                                                                                                        |
| <b>3 Carry out a rescue</b>          | 3.1 Apply, where necessary, appropriate <b>rescue techniques</b><br>3.2 Determine patient ambulatory status and, if required, build an <b>emergency evacuation structure</b> using available resources<br>3.3 Establish a process for constant monitoring of an injured person's condition and comfort and record all actions taken<br>3.4 Assess <b>situation</b> to determine whether to self evacuate or call for external assistance<br>3.5 Transport injured party members in a manner that minimises risk of further injury<br>3.6 Advise party members to refer media enquiries to a nominated spokesperson |
| <b>4 Assist in search and rescue</b> | 4.1 Identify situations requiring outside assistance<br>4.2 Identify appropriate <b>search groups/agencies</b> and initiate the steps to alert them<br>4.3 Implement procedures for handing over a search and rescue to relevant authorities/agencies                                                                                                                                                                                                                                                                                                                                                              |

## Range Statements

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

| RANGE STATEMENT                       | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emergency evacuation structure</b> | [one category] <ul style="list-style-type: none"> <li>• stretchers</li> <li>• sleds</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| <b>Factors of an appreciation</b>     | [all categories] <ul style="list-style-type: none"> <li>• time frame for survival</li> <li>• weather and topography</li> <li>• other time factors</li> <li>• human resources</li> <li>• communications</li> <li>• capacity of the missing person/party</li> <li>• place and time last seen</li> <li>• size of search area</li> <li>• availability of food and water</li> <li>• availability of shelter or emergency craft</li> </ul> |
| <b>Personal factors</b>               | [all categories] <ul style="list-style-type: none"> <li>• expected speed of travel</li> <li>• age</li> <li>• sex</li> <li>• physical condition</li> <li>• experience</li> <li>• weather</li> <li>• intentions</li> </ul>                                                                                                                                                                                                             |
| <b>Rescue techniques</b>              | [all categories relevant to one outdoor activity] <ul style="list-style-type: none"> <li>• mechanical advantage systems</li> <li>• single rope techniques</li> <li>• heaving lines</li> <li>• flotation devices</li> </ul>                                                                                                                                                                                                           |
| <b>Search groups/agencies</b>         | [all categories relevant to one outdoor activity] <ul style="list-style-type: none"> <li>• Police Search and Rescue</li> <li>• State Emergency Service</li> <li>• Resource Management Agency</li> <li>• Ambulance Service</li> <li>• Ski Patrol</li> <li>• Federation of Mountain Rescue</li> </ul>                                                                                                                                  |

|                          |                                                                                                                                                                                                                                                                                 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <ul style="list-style-type: none"><li>• Volunteer marine rescue agencies</li><li>• Volunteer rescue association</li></ul>                                                                                                                                                       |
| <b>Search techniques</b> | [all categories relevant to one outdoor activity]<br><br><ul style="list-style-type: none"><li>• track or ridge scan</li><li>• check of likely shelter or water points</li><li>• line searching</li><li>• search along river bank</li><li>• spiral and sweep searches</li></ul> |
| <b>Situation</b>         | [all categories]<br><br><ul style="list-style-type: none"><li>• lost person(s)</li><li>• injured party member requiring evacuation</li></ul>                                                                                                                                    |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of search and rescue techniques within the context of one (1) outdoor recreation activity area in the workplace</li> <li>• Assessment of performance should be over real or simulated rescue exercises covering the prescribed number of categories from the Range Statements and must confirm the ability to apply this knowledge to independently plan and organise suitable preliminary search and rescue procedures in order to determine the severity of the situation</li> <li>• In particular, assessment must confirm the ability to organise suitable search and rescue procedures for a broad range of situations and circumstances, including               <ul style="list-style-type: none"> <li>○ injured person</li> <li>○ lost person/party</li> <li>○ either of the above in poor weather conditions</li> <li>○ either of the above, in situations where human and physical resources are limited</li> <li>○ where outside/expert assistance is required</li> </ul> </li> </ul>         |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SRXEMR001A Respond to emergency situations</li> <li>○ Units incorporating activity - specific rescue competencies</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Relevant search management arrangements in State/Territory</li> <li>○ Search and rescue procedures</li> <li>○ Local communication systems</li> <li>○ Local hazards and environmental threats</li> <li>○ Operation of communication systems including portable radios, mobile telephones</li> <li>○ Safety procedures around helicopters</li> <li>○ Legal requirements in the event of a death or accident</li> <li>○ First aid skills and long term patient monitoring procedures</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Flexibility to change plans</li> <li>○ Adaptability and resourcefulness</li> <li>○ Capacity to handle media</li> <li>○ Problem solving and planning to organise an immediate response</li> <li>○ Questioning to determine accurate details concerning the situation</li> <li>○ Decision making to determine the best course of action</li> <li>○ Observations skills</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable outdoor environments suitable to conduct simulated searches and rescues</li> <li>○ personal clothing appropriate to the activity, location and</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                   | <ul style="list-style-type: none"> <li>conditions               <ul style="list-style-type: none"> <li>○ food and water resources</li> <li>○ navigation equipment</li> <li>○ activity - specific equipment</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the many variable scenarios possible that may require a rescue exercise, this unit of competency must be assessed over a number of real or simulated rescue exercises within the context of one outdoor recreation activity area in order to ensure consistency of performance over the Range Statements and contexts applicable to conducting preliminary search and rescue procedures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated through realistic simulations with real or simulated clients</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information to consider the factors of an appreciation</li> <li>• <b>Communicating ideas and information</b> - Communicating a response plan for the initial search</li> <li>• <b>Planning and organising activities</b> - Planning an initial response, based on the factors of an appreciation and the overall situation, resources, etc</li> <li>• <b>Working with teams and others</b> - Conducting the initial search and carrying out a rescue, where necessary</li> <li>• <b>Using mathematical ideas and techniques</b> - Establishing mechanical advantage systems to assist in moving rescuee</li> <li>• <b>Solving problems</b> - Determining the need for assistance and organising appropriate information to be provided to search agencies</li> <li>• <b>Using technology</b> - Communicating with members of search team and/or search agencies</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                |
|------------|------------------------------------------------|
| SROOPS006B | USE AND MAINTAIN A TEMPORARY OR OVERNIGHT SITE |
|            |                                                |
| OPS        | Field operations                               |

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

This unit covers the knowledge and skills required to establish, use and maintain a temporary site. Temporary sites include sites used for rest stops, overnight camping and emergency shelters.

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select a temporary site</b>    | 1.1 Access local area knowledge and use to identify suitable sites<br>1.2 Determine additional <b><i>sources of information</i></b> to assist in site location<br>1.3 Identify factors affecting suitable <b><i>site selection</i></b><br>1.4 Consider the suitability of the site for the group size and objectives                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>2 Establish a <i>shelter</i></b> | 2.1 Identify <b><i>hazards</i></b> and remove/avoid in order to reduce risks<br>2.2 Arrange <b><i>shelter</i></b> appropriately for the prevailing weather and conditions<br>2.3 Establish <b><i>general context shelter</i></b> to ensure comfort and safety<br>2.4 Erect <b><i>shelter</i></b> in a manner to cause minimal environmental impact                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>3 Maintain a temporary site</b>  | 3.1 Take measures, within the area of responsibility of the participant, to remove/avoid <b><i>hazards</i></b> and minimise risk at the temporary site<br>3.2 Comply with, where relevant to the activity, <b><i>statutory and organisational procedures</i></b> with respect to the use of campfires<br>3.3 Implement minimal impact practices with respect to camping and washing of self and utensils<br>3.4 Identify the consequences of unhygienic practices<br>3.5 Follow recommended procedures to decrease potential health problems<br>3.6 Clean individual and shared utensils adequately<br>3.7 Follow sanitation practices appropriate to the site and permit requirements to minimise health problems and environmental 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General context</b> | <p>[one category]</p> <ul style="list-style-type: none"> <li>equipment for use at the site may be               <ul style="list-style-type: none"> <li>lightweight</li> <li>heavyweight</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Hazards</b>         | <p>[all categories relevant to type of outdoor activity]</p> <ul style="list-style-type: none"> <li>potential terrain hazards               <ul style="list-style-type: none"> <li>loose debris</li> <li>unstable or sloping terrain</li> <li>sharp edges</li> <li>slippery rocks</li> <li>slippery decks</li> <li>overhanging branches</li> </ul> </li> <li>environmental hazards               <ul style="list-style-type: none"> <li>hail</li> <li>wind</li> <li>rising water levels</li> <li>avalanches</li> <li>storms</li> <li>ice</li> </ul> </li> <li>people hazards               <ul style="list-style-type: none"> <li>irresponsible use of campfires or stoves</li> <li>irresponsible behaviour</li> </ul> </li> </ul> |
| <b>Shelter</b>         | <p>[all categories relevant to the activity]</p> <ul style="list-style-type: none"> <li>include               <ul style="list-style-type: none"> <li>tents</li> <li>bivvies</li> <li>snow caves</li> <li>lean-to</li> <li>mobile trailers and vans</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Site selection</b>  | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>is affected by factors such as               <ul style="list-style-type: none"> <li>group size</li> <li>weather conditions</li> <li>time constraints</li> <li>degree of urgency</li> <li>type of shelter required</li> <li>access</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |

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|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"><li>○ feeding and watering points of animals (domestic and native)</li></ul>                                                                                                                                                                                                |
| <b>Sources of information</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"><li>• maps and charts</li><li>• guide books</li><li>• resource management authorities</li><li>• port authorities</li><li>• local government authorities and councils</li></ul>                                                                      |
| <b>Statutory and organisational procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• include<ul style="list-style-type: none"><li>○ permits from resource management authorities</li><li>○ authority/permission from landowners</li><li>○ documented operating procedures and organisation/enterprise policies</li></ul></li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of site selection and maintenance using sites and shelter options applicable to at least one type of specific outdoor activity</li> <li>Assessment of performance should be over a minimum of two (2) different occasions/sites covering the prescribed number of categories from the Range Statements applicable to the selection and use of a site for a specific outdoor activity</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>Select a suitable site for the activity after consideration of all relevant factors</li> <li>Establish safe shelter whilst causing minimal environmental impact</li> <li>Maintain a site in accordance with statutory and organisational procedures</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS001B Implement minimal environmental impact practices</li> <li>Units relevant to participate in a specific outdoor recreation activity</li> </ul> </li> </ul>                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Minimal impact codes and practices</li> <li>Sanitation procedures in outdoor environments</li> <li>Hazard identification at sites</li> <li>Organisation and legislative requirements</li> <li>Shelter options and how to erect them</li> <li>Weather information and how to apply it to the establishment of a temporary site</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Establishing/erecting shelter</li> <li>Applying weather information to determine suitable site locations</li> </ul> </li> </ul>                                                                                                                                                                                                                                      |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>outdoor locations/sites</li> <li>activity specific shelter options</li> <li>food and water resources</li> <li>personal clothing appropriate to activity, location and conditions</li> <li>activity specific equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk</li> </ul> </li> </ul>                                                        |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                   | <ul style="list-style-type: none"> <li>management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the range of possible outdoor sites, this unit of competency must be assessed over a minimum of two (2) different occasions/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to using and maintaining a temporary or overnight site</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when establishing and maintaining a temporary camping or emergency site at an outdoor location</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures at a campsite, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Sourcing information on suitable overnight campsites</li> <li>• <b>Communicating ideas and information</b> - Sharing information on camping requirements to other activity participants</li> <li>• <b>Planning and organising activities</b> - Planning route in order to reach a suitable campsite at a reasonable time in order to establish camp</li> <li>• <b>Working with teams and others</b> - Building a shelter, eg, lean-to or bivvy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating appropriate distance from water source to establish toilet area</li> <li>• <b>Solving problems</b> - Finding sufficient safe sites in a small camping area</li> <li>• <b>Using technology</b> - Using varieties of portable stove to reduce impact on the environment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                           |
|------------|-------------------------------------------|
| SROOPS007A | INTERPRET WEATHER FOR MARINE ENVIRONMENTS |
|            |                                           |
| OPS        | Field operations                          |

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

This unit covers the knowledge and skills required to collect and interpret information from a weather map, make forecasts and record and interpret weather information in a specific maritime location in order to apply this to the conduct of an aquatic activity at that location.

| ELEMENT                                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Interpret weather information from a weather map and make forecasts</b>                | 1.1 Identify characteristics of <b>map types</b> and their different uses<br>1.2 Identify and explain differences between general <b>forecasts</b> and <b>forecasts</b> for marine environments<br>1.3 Identify weather map <b>symbols</b> and weather <b>conditions</b> commonly associated with them<br>1.4 Specify and justify a weather <b>prediction</b> for a following 48-hour period for a specific marine region using <b>information</b> gained from weather maps and <b>forecasts</b>                                                                                                                                                                                                                                |
| <b>2 Collect, record and interpret weather information in a specific marine region</b>      | 2.1 Identify major <b>cloud types</b> and altitude levels<br>2.2 Collect accurate weather <b>information</b> at regular intervals for a specific area over five days<br>2.3 Record weather data to aid identification of <b>patterns</b><br>2.4 Identify differences between <b>comparisons</b> of current weather conditions and a current weather forecast<br>2.5 Identify the effect(s) of <b>landforms</b> on marine weather <b>conditions</b><br>2.6 Identify and explain season variations in weather <b>patterns</b> for a specific marine area<br>2.7 Apply knowledge of weather <b>conditions</b> in a specific marine area to identify <b>differences</b> between large scale and localised weather <b>conditions</b> |
| <b>3 Interpret weather information for aquatic activities at a specific marine location</b> | 3.1 Recognise and justify the suitability and <b>limitations of the activity</b> in relation to the current local weather <b>conditions</b> and forecast<br>3.2 Clarify <b>strategies</b> to ensure the safety and well-being of individuals and/or group in weather <b>conditions</b> and justify in relation to current local weather <b>conditions</b> and forecast<br>3.3 Identify and explain the weather <b>conditions</b> commonly associated with the onset of <b>life threatening weather hazards in a marine environment</b><br>3.4 Identify the characteristics of <b>life threatening weather hazards in a marine environment</b> and their possible impact on recreational 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                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Activities</b>  | <p>[one category]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ sea kayaking</li> <li>○ surfing</li> <li>○ surf kayaking</li> <li>○ wind surfing</li> <li>○ sailing</li> <li>○ diving</li> <li>○ coastal land travel</li> </ul> </li> </ul>                                                                             |
| <b>Cloud types</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• cirrus</li> <li>• stratus</li> <li>• cumulus</li> </ul>                                                                                                                                                                                                                                                                                         |
| <b>Comparisons</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but not limited to               <ul style="list-style-type: none"> <li>○ timing</li> <li>○ relevance</li> <li>○ accuracy</li> <li>○ general and localised differences</li> <li>○ rate of change</li> <li>○ type and intensity of weather</li> <li>○ temperatures</li> <li>○ coastal and offshore conditions</li> </ul> </li> </ul> |
| <b>Conditions</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• cloud cover</li> <li>• wind direction, speed and strength</li> <li>• barometric pressure</li> <li>• precipitation - type and intensity</li> <li>• wave direction and size</li> <li>• sunshine trends and duration</li> <li>• temperature range and intensity</li> <li>• humidity trends</li> </ul>                                              |
| <b>Data</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but not limited to               <ul style="list-style-type: none"> <li>○ cloud cover</li> </ul> </li> </ul>                                                                                                                                                                                                                     |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <ul style="list-style-type: none"> <li>○ wind direction and speed</li> <li>○ barometric pressure</li> <li>○ precipitation, eg, type and intensity</li> <li>○ wave size and form</li> </ul>                                                                                                                                                                     |
| <b>Differences</b>                                              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ ground effect                 <ul style="list-style-type: none"> <li>▪ katabatic</li> <li>▪ anabatic</li> <li>▪ sea breezes</li> </ul> </li> <li>○ wind</li> <li>○ temperature</li> </ul> </li> </ul> |
| <b>Forecasts</b>                                                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• general</li> <li>• marine</li> </ul>                                                                                                                                                                                                                                                          |
| <b>Information</b>                                              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to             <ul style="list-style-type: none"> <li>○ cloud cover</li> <li>○ wind direction and speed</li> <li>○ barometric pressure</li> <li>○ precipitation, eg, type and intensity</li> <li>○ wave size and form</li> </ul> </li> </ul>                     |
| <b>Landforms</b>                                                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to             <ul style="list-style-type: none"> <li>○ mountain ranges</li> <li>○ large bodies of water</li> <li>○ valleys</li> <li>○ coastlines</li> <li>○ islands</li> </ul> </li> </ul>                                                                      |
| <b>Life threatening weather hazards in a marine environment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but not limited to             <ul style="list-style-type: none"> <li>○ floods</li> <li>○ cyclones</li> <li>○ tidal waves</li> <li>○ electrical storms</li> <li>○ limited visibility</li> <li>○ offshore winds, tides, currents</li> </ul> </li> </ul>                         |
| <b>Limitations of the activity</b>                              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• duration of the activity</li> <li>• intensity of activity</li> <li>• exposure to prevailing conditions</li> </ul>                                                                                                                                                                             |

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|                   | <ul style="list-style-type: none"> <li>• proximity to land and/or sheltered water</li> <li>• ability of individual and/or group</li> <li>• type of craft and/or activity</li> </ul>                                                                                                                                                                                                                               |
| <b>Map types</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to             <ul style="list-style-type: none"> <li>○ prognosis maps</li> <li>○ analysis maps</li> </ul> </li> </ul>                                                                                                                                                                                              |
| <b>Patterns</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to             <ul style="list-style-type: none"> <li>○ wind direction and speed</li> <li>○ precipitation form and distribution</li> <li>○ sunshine trends and duration</li> <li>○ temperature range and intensity</li> <li>○ humidity trends</li> <li>○ anticyclones</li> <li>○ depressions</li> </ul> </li> </ul> |
| <b>Prediction</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to             <ul style="list-style-type: none"> <li>○ description of current situation and expected changes</li> <li>○ cloud cover</li> <li>○ wind direction and speed</li> <li>○ barometric pressure</li> <li>○ precipitation, eg, type and intensity</li> <li>○ wave direction and size</li> </ul> </li> </ul>  |
| <b>Strategies</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but not limited to             <ul style="list-style-type: none"> <li>○ activity and venue selection</li> <li>○ equipment and clothing</li> <li>○ communication device</li> <li>○ shelter</li> <li>○ alternative route</li> <li>○ retreating via previous route</li> <li>○ continuation of original plan</li> </ul> </li> </ul>   |
| <b>Symbols</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to             <ul style="list-style-type: none"> <li>○ cyclones</li> <li>○ anti-cyclones</li> <li>○ depressions</li> <li>○ highs</li> <li>○ troughs</li> <li>○ ridges</li> <li>○ frontal bands                 <ul style="list-style-type: none"> <li>▪ warm</li> <li>▪ cold</li> </ul> </li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"><li>▪ occluded</li><li>▪ stationary</li><li>○ isobars</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of types and sources of meteorological data for marine activities and how to apply the information to forecast future weather conditions</li> <li>Assessment of performance should be over three (3) different marine locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to sourcing information and interpreting weather signs whilst participating in at least one type of aquatic outdoor activity and in order to cover the prescribed number of categories from the Range Statements</li> <li>In particular, assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>read and accurately interpret weather signs in a variety of marine locations and weather conditions</li> <li>assess the short and long term implications of the weather signs on a specific outdoor activity</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Activity-specific units relevant to participation in aquatic outdoor recreation activities, eg, sea kayaking, surfing</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Basic factors affecting global, regional and local climatic conditions</li> <li>Local climatic conditions and the effect of latitude</li> <li>Influence of local air masses, seasons and topography on weather</li> <li>Maritime influence on weather and climate</li> <li>Barometric pressure and its implications</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Analysis of information</li> <li>Problem solving and decision making to determine the impact of meteorological data on planned activities</li> <li>Contingency planning</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>meteorological data</li> <li>basic meteorological instruments</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry</li> </ul> </li> </ul>                                                                                                                                                                                                                                                |

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|                                   | <p>through provision of evidence of professional activity in the relevant area</p> <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the number of sources of data, the types of weather conditions and the factors influencing weather in marine environments, this unit of competency must be assessed over at least one type of aquatic outdoor activity at a minimum of three (3) different marine locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to applying weather information in a marine environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of participating in an outdoor recreation activity in a marine environment</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over 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</li> </ul> |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2                               | 2                          | 1                           | 3                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting meteorological information prior to and during an outdoor recreation activity and interpreting it</li> <li>• <b>Communicating ideas and information</b> - Communicating strategies to minimise the consequences of adverse changes in weather</li> <li>• <b>Planning and organising activities</b> - Planning activities and contingency plans, based on weather interpretation</li> <li>• <b>Working with teams and others</b> - Working with other participants/clients in the outdoor recreation activity to minimise the consequences of adverse changes in weather</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating changes in temperature and barometric pressure</li> <li>• <b>Solving problems</b> - Dealing with the onset of bad weather whilst participating in an outdoor activity</li> <li>• <b>Using technology</b> - Using the internet to access meteorological information prior to undertaking an activity; using equipment whilst participating in an outdoor activity to measure weather parameters</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROOPS008A | APPLY THE PRINCIPLES OF NATURAL RESOURCE MANAGEMENT |
| OPS        | Field operations                                    |

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

This unit covers the knowledge and skills required to choose appropriate natural resource areas\* for the conduct of outdoor recreation activities or, alternatively, choose and plan appropriate outdoor recreation activities for a particular area in order to meet the needs of clients and program outcomes. This unit involves the application of a thorough knowledge of the management context for natural resource areas and in particular, areas available for use for outdoor recreation.

**Note:** For Indigenous\*\* cultural places and contexts, the delivery and assessment against this unit of competency must comply with community protocols and guidelines and be supported by elders and custodians of country.

\* Natural resource areas in this unit include land and aquatic areas which are managed by public sector agencies, indigenous communities and private landholders

\*\* Indigenous people in this unit of competency refers to Aboriginal and Torres Strait Islander peoples of Australia.

| ELEMENT                                                                                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>1 Determine <i>natural resource areas</i> where outdoor recreation may be conducted</b>                                              | 1.1 Identify the different <b><i>classifications of natural resource areas</i></b> within a particular state or territory<br>1.2 For each <b><i>classification of natural resource area</i></b> , identify the principal and subordinate <b><i>uses</i></b> permitted by the legislation which applies to use or management of the area<br>1.3 Identify for a specified geographic area or region, <b><i>natural resource areas</i></b> where <b><i>outdoor recreation activities</i></b> can occur<br>1.4 Examine management plans and identify <b><i>access</i></b> requirements for a specified area or region, noting activities which are not permitted<br>1.5 Analyse issues arising from the classification of particular <b><i>natural resource areas</i></b> and the use of those areas for outdoor recreation |
| <b>2 Identify <i>natural resource managers</i>, their <i>management priorities</i> and outdoor recreation services they may provide</b> | 2.1 Identify Indigenous and non-Indigenous <b><i>natural resource managers</i></b> for a particular state or territory<br>2.2 Compile a list of <b><i>public sector agencies</i></b> (including co-ordinating agencies) that have natural resource management responsibilities at the three levels of government for a particular state or territory<br>2.3 Determine the role of management plans and <b><i>management priorities</i></b> for Indigenous and non-Indigenous contexts<br>2.4 Outline the types of <b><i>outdoor recreation service provision</i></b> and service providers applicable to <b><i>natural resource areas</i></b><br>2.5 Outline the implications of the <b><i>management priorities</i></b> of <b><i>natural resource managers</i></b> for outdoor recreation planners and leaders         |
| <b>3 Analyse the guiding principles and determinants for the management of <i>natural resource areas</i> for outdoor recreation</b>     | 3.1 Identify <b><i>legislation</i></b> or government mandate that determine the type and scope of <b><i>outdoor recreation service provision</i></b> for public lands within a particular state or territory<br>3.2 Identify relevant <b><i>regulations and strategies</i></b> that are used by <b><i>natural resource managers</i></b> to manage outdoor recreation<br>3.3 Identify factors that influence the <b><i>management context</i></b> in which natural resource area management decisions are made<br>3.4 Analyse major contemporary issues with respect to the use of <b><i>natural resource areas</i></b><br>3.5 Outline the implications of these issues for outdoor recreation planners and                                                                                                              |

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|                                                                                                                   | leaders with respect to the conduct of outdoor recreation in <b><i>natural resource areas</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>4 Examine the nature of outdoor recreation and its relationship to natural resource management</b>             | <p>4.1 Outline the <b><i>attributes used to classify natural areas</i></b> which may be used for the conduct of outdoor recreation activities</p> <p>4.2 Identify the types of <b><i>outdoor recreation users</i></b>, their motivation, skills and expectations</p> <p>4.3 Identify potential sources of conflict with respect to users of <b><i>natural resource areas</i></b> and their use, as determined by legislation, management strategies and <b><i>management priorities</i></b></p> <p>4.4 Examine the implications of this conflict for outdoor recreation planners and leaders in terms of matching the outdoor recreation activity with an appropriate location</p> <p>4.5 Determine the effects of recreation succession resulting from the implementation of management strategies by <b><i>natural resource managers</i></b></p> |
| <b>5 Monitor the potential impacts of outdoor recreation on natural resource areas</b>                            | <p>5.1 Identify the potential <b><i>impacts</i></b> of outdoor recreation on a specified natural resource area</p> <p>5.2 Identify evidence of change in the nature of a particular setting due to outdoor recreation impacts</p> <p>5.3 Outline strategies used by <b><i>natural resource managers</i></b> to manage and minimise potential <b><i>impacts</i></b></p> <p>5.4 Identify the methods and instruments employed by <b><i>natural resource managers</i></b> to monitor these <b><i>impacts</i></b> on a specified recreation area</p>                                                                                                                                                                                                                                                                                                   |
| <b>6 Apply appropriate planning guidelines to the design and implementation of an outdoor recreation activity</b> | <p>6.1 Select a natural resource area suitable for the desired outcomes of the client(s) whilst maintaining the quality of the experience and the environment</p> <p>6.2 Consult with relevant <b><i>stakeholders</i></b> in order to assess potential impacts</p> <p>6.3 Justify choice of a specific natural resource area for a specific outdoor recreation activity and/or program(s), based on an organisation's guidelines, industry best practice, natural resource manager's requirements and community expectations in a specified resource area</p>                                                                                                                                                                                                                                                                                      |

## Range Statements

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

| RANGE STATEMENT                                  | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Attributes used to classify natural areas</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• physical               <ul style="list-style-type: none"> <li>○ remoteness</li> <li>○ size</li> <li>○ evidence of human presence i.e., litter, fences, tracks</li> </ul> </li> <li>• social, eg, the frequency of encounters with other people and the magnitude and distribution of usage</li> <li>• managerial, eg, extent of physical or regulatory controls such as fences and signage</li> </ul>                                                                                                                                                               |
| <b>Access</b>                                    | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• rules and regulations</li> <li>• requirements, eg, leader qualifications</li> <li>• permission</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Classification of natural resource areas</b>  | <p>[all categories relevant within a particular state or territory]</p> <ul style="list-style-type: none"> <li>• wilderness areas</li> <li>• state forests</li> <li>• national park</li> <li>• freehold land</li> <li>• world heritage area</li> <li>• recreation areas</li> <li>• nature refuges/reserves</li> <li>• marine parks</li> <li>• special use areas</li> <li>• camping and water reserves</li> </ul>                                                                                                                                                                                                                     |
| <b>Impacts</b>                                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• types which may include but not limited to               <ul style="list-style-type: none"> <li>○ biological                   <ul style="list-style-type: none"> <li>▪ soil</li> <li>▪ plants</li> <li>▪ water</li> <li>▪ geology</li> <li>▪ wildlife</li> </ul> </li> <li>○ social and cultural                   <ul style="list-style-type: none"> <li>▪ compatibility with other users</li> <li>▪ perception of risk</li> <li>▪ demand for 'extreme' experiences</li> <li>▪ crowding</li> <li>▪ adventure education demands</li> </ul> </li> </ul> </li> </ul> |

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|                              | <ul style="list-style-type: none"> <li>▪ ecotourism</li> <li>▪ sacred sites</li> <li>○ cultural</li> <li>○ economic, eg, infrastructure costs to support outdoor recreation, competition with other resources</li> <li>○ managerial, eg, access, restrictions</li> <li>○ short term and long term</li> <li>• determining the significance of impact which may include but not limited to <ul style="list-style-type: none"> <li>○ nature of activity</li> <li>○ specific combination of settings and activity</li> <li>○ assessment of the probability of an impact occurring</li> <li>○ magnitude of impacts</li> <li>○ consequences of impacts (environmental, social)</li> <li>○ methods to monitor impact</li> <li>○ strategies to manage and minimise impact</li> <li>○ recreation succession</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Legislation</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• Commonwealth/state/territory government statutory requirements <ul style="list-style-type: none"> <li>○ laws</li> <li>○ regulations and other forms of subordinate legislation</li> </ul> </li> <li>• local government laws, by-laws, ordinances and policy</li> <li>• guidelines, procedures and practices</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Management context</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• macro <ul style="list-style-type: none"> <li>○ changing demographic patterns, eg, changes in the age structure of society, in its ethnic composition</li> <li>○ changes in the political attitudes of a society, eg, development of green groups</li> <li>○ social behaviour, eg, use of discretionary time</li> <li>○ recreational technology <ul style="list-style-type: none"> <li>▪ development of off-road vehicles</li> <li>▪ mountain bikes</li> <li>▪ helicopter access to rivers for rafting</li> </ul> </li> </ul> </li> <li>• micro <ul style="list-style-type: none"> <li>○ human resources</li> <li>○ bureaucracy versus personal ethics</li> <li>○ local political and social context</li> </ul> </li> <li>• cultural protocols</li> <li>• nature of sea and landscape <ul style="list-style-type: none"> <li>○ significance</li> <li>○ value (commercial, environmental, social, economic)</li> </ul> </li> <li>• issues which may include but not limited to <ul style="list-style-type: none"> <li>○ potential sources of conflict between the stakeholders regarding the use of resources</li> <li>○ multiple use</li> <li>○ change environment</li> <li>○ challenges and opportunities of integrated planning</li> </ul> </li> </ul> |
| <b>Management priorities</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• influenced by</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                                             | <ul style="list-style-type: none"> <li>○ legislation governing tenure</li> <li>○ resource management authority</li> <li>○ resource management authority's objectives</li> </ul>                                                                                                                                                                                                                                                                                |
| <b>Natural resource areas</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• land</li> <li>• sea</li> <li>• body of water (eg, lakes, dams, water impoundments)</li> <li>• waterways (eg, rivers, canals)</li> <li>• open space</li> <li>• built and non-built environments</li> </ul>                                                                                                                                                                                     |
| <b>Natural resource managers</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• Indigenous, for example <ul style="list-style-type: none"> <li>○ elders/Council of elders</li> <li>○ local Aboriginal lands Councils/Community Councils</li> <li>○ traditional owners</li> </ul> </li> <li>• Non-indigenous, for example <ul style="list-style-type: none"> <li>○ public sector agencies</li> <li>○ private sector organisations</li> <li>○ landowners</li> </ul> </li> </ul> |
| <b>Outdoor recreation activities</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• definition</li> <li>• types of, eg, bushwalking, sailing</li> <li>• components, for example <ul style="list-style-type: none"> <li>○ nature of the experience, eg, observe nature, adventure</li> <li>○ skills/knowledge</li> <li>○ equipment</li> <li>○ location (built and/or non-built environments)</li> </ul> </li> </ul>                                                                |
| <b>Outdoor recreation service provision</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• types of, for example <ul style="list-style-type: none"> <li>○ planning</li> <li>○ infrastructure design</li> <li>○ education and interpretation</li> <li>○ outdoor recreation activity programs</li> </ul> </li> <li>• providers, for example <ul style="list-style-type: none"> <li>○ park rangers</li> <li>○ private landowners</li> <li>○ outdoor educators</li> </ul> </li> </ul>        |
| <b>Outdoor recreation users</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• characteristics, for example <ul style="list-style-type: none"> <li>○ age</li> <li>○ socio-economic background</li> <li>○ motivation</li> <li>○ physical capabilities / skill level</li> </ul> </li> </ul>                                                                                                                                                                                    |

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|                                   | <ul style="list-style-type: none"> <li>• nature of participation, for example             <ul style="list-style-type: none"> <li>○ voluntary participation</li> <li>○ educational</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Public sector agencies</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• relevant federal, state and local government agencies with natural resource management responsibilities</li> <li>• co-ordinating agencies, eg, Great Barrier Reef Marine Park Authority</li> <li>• responsibilities, for example             <ul style="list-style-type: none"> <li>○ tenure specific, eg, National Parks</li> <li>○ quasi-tenure specific responsibilities, eg, coordinating authorities across more than one tenure</li> <li>○ thematic issue specific, eg, Qld Boating and Fisheries Patrol which is responsible for marine safety and regulation of both commercial and recreational fishing</li> </ul> </li> </ul> |
| <b>Regulations and strategies</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ permits</li> <li>○ fees</li> <li>○ campsite usage</li> <li>○ group size</li> <li>○ seasonal limitations</li> <li>○ activity restrictions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Stakeholders</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ users of natural resource areas</li> <li>○ landowners</li> <li>○ industry</li> <li>○ public sector agencies</li> <li>○ Indigenous groups/communities</li> <li>○ non-government organisations (NGO's)</li> <li>○ environmental NGO's</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                      |
| <b>Uses</b>                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• economic             <ul style="list-style-type: none"> <li>○ mining</li> <li>○ tourism</li> <li>○ forestry</li> <li>○ grazing etc</li> </ul> </li> <li>• social, eg, recreation, education</li> <li>• environmental, eg, nature conservation, cultural</li> <li>• issues, these include but are not limited to             <ul style="list-style-type: none"> <li>○ sustainable use</li> <li>○ multiple use</li> </ul> </li> </ul>                                                                                                                                                                                                     |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of               <ul style="list-style-type: none"> <li>○ management strategies pertaining to natural resource areas managed by both Indigenous and non-Indigenous landowners</li> <li>○ the nature and impact of outdoor recreation in natural resource areas</li> </ul> </li> <li>• Assessment of performance should include the selection of a minimum of two (2) different sites/locations managed by different public sector authorities in order to cover all categories from the Range Statements relevant to a particular state/territory</li> <li>• Assessment must confirm the ability to apply knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ plan and design outdoor recreation activities appropriate to a specified natural resource area in the context of the broader management context of that area</li> <li>○ select an appropriate natural resource area that will meet the outcomes of a specified outdoor recreation program and provide a setting suitable to the planned activities</li> </ul> </li> </ul>                                                     |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS002B Plan for minimal environmental impact</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS009A Apply environmental legislation to natural resource planning</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Indigenous and non-indigenous land management practices</li> <li>○ Location of natural resource areas suitable for outdoor recreation</li> <li>○ Contemporary issues related to land use                   <ul style="list-style-type: none"> <li>▪ Indigenous land rights</li> <li>▪ competition for access</li> <li>▪ biophysical carrying capacity of the land</li> <li>▪ litigation</li> </ul> </li> <li>○ Legislation relevant to outdoor recreation in natural resources areas</li> <li>○ Outputs of laws, policy and guidelines                   <ul style="list-style-type: none"> <li>▪ statutes</li> <li>▪ management plans</li> <li>▪ regulations regarding camping, group size, access, fees, leadership qualifications, insurance requirements, permits</li> </ul> </li> <li>○ Recreation induced impacts                   <ul style="list-style-type: none"> <li>▪ biological</li> <li>▪ social</li> <li>▪ cultural</li> <li>▪ economic</li> <li>▪ managerial</li> </ul> </li> <li>○ Techniques for monitoring impact and usage (qualitative and quantitative) eg,</li> </ul> </li> </ul> |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                   | <ul style="list-style-type: none"> <li>▪ written or visual surveys</li> <li>▪ photographic surveys</li> <li>▪ soil and leaf litter surveys</li> <li>▪ water quality monitoring</li> <li>▪ accessing feedback from clients</li> <li>▪ usage data from permits</li> <li>○ Process of recreation succession and its causes</li> <li>○ Cultural protocols <ul style="list-style-type: none"> <li>▪ protocols for making contact with people and organisations</li> <li>▪ recognition of authority of individuals within their communities</li> <li>▪ understanding of special conditions associated with certain types of Indigenous knowledge and approaches to traditional owners and custodians seeking information</li> <li>▪ understanding of the nature of sensitive information and the need to restrict the transfer of information</li> </ul> </li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Research skills to access appropriate data, resources and people</li> <li>○ Critical evaluation to analyse source and content of information</li> <li>○ Communication / consultation skills</li> <li>○ Analysis skills to identify potential environmental and ecological impacts and opportunities</li> <li>○ Problem solving skills to deal effectively with environmental impacts and opportunities as identified</li> <li>○ Interpersonal skills to liaise with traditional owners</li> </ul> </li> </ul> |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ information on natural resource areas</li> <li>○ information on outdoor recreation activities and/or programs</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the diversity of locations, legislation, management authorities, types of outdoor activity and types of impact, this unit of competency should be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the selection of a minimum of two (2) different sites/locations managed by different public sector authorities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of the selection of a minimum of two (2) different sites/locations (managed by different public sector authorities) for the conduct of an outdoor recreation activity or program with real clients</li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <p>knowledge and skills and consideration of required attitudes</p> <ul style="list-style-type: none"><li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                               | 3                          | 2                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Analysing complex and varied documents from a range of sources and applying the information and data to the development of planning frameworks</li> <li>• <b>Communicating ideas and information</b> - Utilising a range of communication techniques to obtain information and ideas</li> <li>• <b>Planning and organising activities</b> - Developing effective planning approaches that incorporate the complexities of a range of resource management contexts in order to deliver sustainable outdoor recreation programs</li> <li>• <b>Working with teams and others</b> - Working with a range of individuals and groups from resource management authorities, other landholders and relevant stakeholders as well as industry colleagues</li> <li>• <b>Using mathematical ideas and techniques</b> - Using basic sampling and data gathering techniques when applicable</li> <li>• <b>Solving problems</b> - Providing solutions and strategies for the sustainable use of outdoor recreation activities in natural resource areas for outdoor leaders and their clients</li> <li>• <b>Using technology</b> - Utilising appropriate technology to gather information and specific details about natural resource use and location</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                              |
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| SROOPS009A | APPLY ENVIRONMENTAL LEGISLATION TO NATURAL RESOURCE PLANNING |
|            |                                                              |
| OPS        | Field operations                                             |

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

This unit covers the knowledge and skills required to manage and plan outdoor recreation activities and/or programs appropriate to the current legislative context as it applies to use of the natural environment (both land and aquatic).

| ELEMENT                                                                                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1 Provide an overview of the Australian legal system</b>                                                              | 1.1 Identify the major <b>organs of government</b> in Australia and describe their components and functions<br>1.2 Outline the <b>legislative powers of the Federal and state/territory parliaments</b> and explain how they interrelate<br>1.3 Describe the jurisdiction of the major Courts within the Federal and State/Territory <b>judicial</b> hierarchies<br>1.4 Provide examples in recent times of the increasing power of the Commonwealth over the States and discuss the implications with respect to the use of natural resources                                                                                                                                                                                                                       |
| <b>2 Outline the sources of the law and describe the principles and impact of precedent and statutory interpretation</b> | 2.1 Outline the <b>classifications of law</b> and identify the distinctions between Common law and Statute law and examine their relationship<br>2.2 Describe the differences between private and public law and determine whether the distinction is of particular importance<br>2.3 Provide recent examples of the use of <b>legal precedent</b> in cases related to the use of the outdoor environment<br>2.4 Analyse the potential impact of these decisions on persons such as land managers and company directors<br>2.5 Discuss current issues within the outdoor recreation sector that have emerged as a result of the use of precedent                                                                                                                     |
| <b>3 Examine the framework for natural resource management and its associated legislation</b>                            | 3.1 Determine aspects that may be part of a natural resource management <b>portfolio or framework</b><br>3.2 Outline the interrelationship between the resource, the managers, the <b>stakeholders</b> and the public within the legislative context of a particular state/territory resource tenure<br>3.3 Identify the reasons for variation between the degree of emphasis placed on any one aspect of resource management depending on the managing agency/authority<br>3.4 Determine relevant state /territory and/or Commonwealth legislation that impacts upon or directs the management of specific <b>natural resource areas</b><br>3.5 Identify areas of conflict between Commonwealth and state or territory agencies with respect to resource management |
| <b>4 Determine the implications of enforcement of resource management legislation for outdoor leaders</b>                | 4.1 Analyse the relevant sections of legislation relevant to local <b>resource management authorities</b> and determine the scope of <b>powers of enforcement</b> by officers acting under that legislation<br>4.2 Determine the implications of this for an outdoor leader working with client groups                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Range Statements

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

| RANGE STATEMENT                                                      | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Classification of law</b>                                         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• international and municipal               <ul style="list-style-type: none"> <li>○ public</li> <li>○ constitutional</li> <li>○ industrial</li> <li>○ criminal</li> <li>○ administrative</li> <li>○ revenue</li> </ul> </li> <li>• private               <ul style="list-style-type: none"> <li>○ tort</li> <li>○ property</li> <li>○ succession</li> <li>○ procedural</li> <li>○ contract</li> <li>○ family</li> <li>○ conflict</li> </ul> </li> </ul>                                                                                                                                                                                       |
| <b>Judicial</b>                                                      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• Magistrates Court</li> <li>• District Court</li> <li>• Land Court</li> <li>• Supreme Court</li> <li>• Federal Court</li> <li>• High Court</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Legislative powers of Federal and State/Territory parliaments</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• powers vested exclusively in the Commonwealth</li> <li>• concurrent legislative powers</li> <li>• exclusive legislative powers of the State</li> <li>• powers which neither Commonwealth nor State possess</li> <li>• areas/issues of conflict, for example:               <ul style="list-style-type: none"> <li>• Great Barrier Reef</li> <li>• Torres Strait</li> <li>• Wet Tropics</li> <li>• Wildlife export quotas</li> <li>• Mineral export (denial of license)</li> <li>• National Estate and related issues</li> <li>• World Heritage List and <i>World Heritage Properties Conservation Act (1983-1988)</i></li> </ul> </li> </ul> |
| <b>Legal precedent</b>                                               | <p>[all categories]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                        | <ul style="list-style-type: none"> <li>case studies, for example               <ul style="list-style-type: none"> <li>Lyme Bay</li> <li>Cave Creek</li> </ul> </li> <li>issues, including but not limited to               <ul style="list-style-type: none"> <li>the inherent risk in adventure activities</li> <li>personal responsibility for actions</li> <li>restriction of access to sites</li> </ul> </li> </ul>                                                                                                                               |
| <b>Natural resource areas</b>          | [all categories] <ul style="list-style-type: none"> <li>land</li> <li>aquatic</li> <li>flora/fauna</li> <li>cultural</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Organs of government</b>            | [all categories] <ul style="list-style-type: none"> <li>Legislature (makes laws)</li> <li>Executive (administers laws)</li> <li>Judiciary (interprets and applies laws)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Portfolio or framework</b>          | [all categories] <p>of resource management</p> <ul style="list-style-type: none"> <li>administration               <ul style="list-style-type: none"> <li>staff</li> <li>financial land acquisition</li> <li>leasing and permitted use</li> </ul> </li> <li>resource management – general guidelines and guidelines for special circumstances</li> <li>research</li> <li>interpretation and education</li> <li>recreation</li> <li>enforcement</li> <li>maintenance (public safety and emergencies</li> <li>access and permit requirements</li> </ul> |
| <b>Powers of enforcement</b>           | [all categories] <ul style="list-style-type: none"> <li>permits</li> <li>access requirements / restrictions /conditions</li> <li>removing or wilfully destroying flora / fauna</li> <li>damaging/destroying property/sites</li> <li>Federal, State/Territory, local government requirements/regulations</li> </ul>                                                                                                                                                                                                                                    |
| <b>Resource management authorities</b> | [all categories relevant to a specific state/territory] <ul style="list-style-type: none"> <li>Parks and Wildlife Service</li> <li>Forestry</li> <li>Marine Boards</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |

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|                       | <ul style="list-style-type: none"> <li>• Primary Industry</li> <li>• Federal, local, state and territory authorities</li> </ul>                                                                                                                                                                                                                       |
| <b>Sources of law</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• Common law</li> <li>• Statute law</li> <li>• types of Statutes</li> <li>• relationship between Common law and Statute law</li> <li>• legislation by Parliaments (eg, Acts, Regulations)</li> <li>• common law precedent (eg, Case law)</li> </ul>                                    |
| <b>Stakeholders</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• land managers/owners/custodians</li> <li>• public</li> <li>• outdoor recreation users</li> <li>• public sector authorities relevant to natural resource management and outdoor recreation</li> <li>• interest groups</li> <li>• peak bodies and professional associations</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the Australian legislative context and particular local, state/territory and Commonwealth legislation that relates to resource management</li> <li>• Assessment of performance should include application to a minimum of two (2) different areas/locations under the jurisdiction of different management authorities, covering all prescribed categories from the Range Statements applicable in the learner's environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>◦ determine the legislation impacting upon the management of natural resource areas used for outdoor recreation</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>◦ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ SROOPS008A Apply the principles of natural resource management</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>◦ Understanding of legal concepts as they apply to natural resource management</li> <li>◦ Sources of law in order to cover the breadth of legislation as it applies to conducting outdoor recreation programmes</li> <li>◦ Understanding of the legislative context and its influence on natural resource management</li> <li>◦ Other relevant legislation (eg, Native Title, Building Codes and Regulations, Health Act, Industrial Relations, Environment legislation applying to pollution and noise levels)</li> <li>◦ Executive function of government                   <ul style="list-style-type: none"> <li>▪ responsible Government (Executive Council and Cabinet)</li> <li>▪ Statutory bodies and offices</li> </ul> </li> <li>◦ Factors contributing to the growth of Commonwealth power in the area of natural resource management</li> <li>◦ Separation of Powers</li> <li>◦ Rule of Law</li> <li>◦ Sources of relevant legal information in order to build case studies</li> <li>◦ Primary and secondary sources of Common Law precedent</li> <li>◦ Rules of Statutory interpretation</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>◦ Reading and interpreting a Statute or Act of Parliament to evaluate the relevance of legislation to natural resource use for outdoor recreation</li> <li>◦ Researching and analysing legal documents</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>◦ copies of relevant texts, Acts and case history</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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|                                   | <ul style="list-style-type: none"> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul>                        |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as the diversity of legislation impacting on the use of natural resources for outdoor recreation, the learner's knowledge of legislation applying to the use of a minimum of two (2) different areas under the jurisdiction of different management authorities should be assessed in order to ensure consistency of performance over the Range Statements and contexts applicable to planning for an outdoor recreation activity which complies with all relevant legislation</li> </ul>                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment, this unit of competency must be assessed in the context of applying relevant legislation to a minimum of two (2) different areas/locations under the jurisdiction of different management authorities</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                            |                             |                                     |                |                |
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| 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              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on relevant legal cases to determine their impact on the outdoor recreation industry</li> <li>• <b>Communicating ideas and information</b> - Presenting findings to all stakeholders involved</li> <li>• <b>Planning and organising activities</b> - Not applicable</li> <li>• <b>Working with teams and others</b> - Researching in consultation with land managers, industry managers and legal experts</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Applying legislation to outdoor recreation sector situations</li> <li>• <b>Using technology</b> - Researching legislation using internet, libraries and other methods</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                             |
|------------|---------------------------------------------|
| SROOPS010A | INTERPRET WEATHER FOR MOUNTAIN ENVIRONMENTS |
|            |                                             |
| OPS        | Field operations                            |

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

This unit covers the knowledge and skills required to interpret information from a weather map and forecast; collect, record and interpret weather conditions in a specific mountain region; and interpret weather information for mountain activities.

| ELEMENT                                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Interpret information from a weather map and forecast</b>                          | 1.1 Identify characteristics of <b>map types</b> and their different uses<br>1.2 Identify at least two differences between general and mountain forecasts<br>1.3 Identify weather map <b>symbols</b> and weather conditions commonly <b>associated conditions</b> with them<br>1.4 Outline and justify a weather <b>prediction</b> for the next 48-hour period for a specific mountain region using information gained from weather map and forecast                                                                                                                                                                                                                      |
| <b>2 Collect, record and interpret weather conditions in a specific mountain region</b> | 2.1 Identify major <b>cloud types</b> and altitude level<br>2.2 Collect accurate <b>weather information</b> at regular intervals for a specific area over five days<br>2.3 Record weather <b>data</b> so patterns can be easily identified<br>2.4 Compare current weather conditions and a current weather forecast and identify differences<br>2.5 Identify the effects of <b>landforms</b> on mountain weather conditions<br>2.6 Identify seasonal variations in <b>weather patterns</b> for a specific mountain area<br>2.7 Use weather conditions in a specific mountain area to identify the <b>differences</b> between large scale and localised weather conditions |
| <b>3 Interpret weather information for mountain activities at a mountain venue</b>      | 3.1 Justify the suitability and <b>limitations of the activity</b> in relation to current local weather conditions and weather forecast<br>3.2 Outline and justify <b>strategies</b> to ensure the safety and well being of individuals and/ or group are in relation to current local weather conditions and weather forecast<br>3.3 Identify the weather conditions commonly associated with the onset of <b>life threatening weather hazards</b><br>3.4 Identify characteristics of life threatening mountain weather hazards and their possible impact on recreational activities in the mountains                                                                    |

## Range Statements

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

| RANGE STATEMENT                         | CATEGORIES                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Associated conditions</b>            | [all categories] <ul style="list-style-type: none"> <li>• may include but not limited to               <ul style="list-style-type: none"> <li>○ cloud cover</li> <li>○ wind direction</li> <li>○ speed and strength</li> <li>○ barometric pressure</li> <li>○ precipitation, type and intensity</li> </ul> </li> </ul> |
| <b>Cloud types</b>                      | [all categories] <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ cirrus</li> <li>○ stratus</li> <li>○ cumulus</li> </ul> </li> </ul>                                                                                                |
| <b>Data</b>                             | [all categories] <ul style="list-style-type: none"> <li>• must include but not limited to               <ul style="list-style-type: none"> <li>○ cloud cover</li> <li>○ wind direction and speed</li> <li>○ barometric pressure</li> <li>○ precipitation – type and intensity</li> </ul> </li> </ul>                   |
| <b>Differences</b>                      | [all categories] <ul style="list-style-type: none"> <li>• may include but not limited to</li> <li>• ground effect (katabatic, anabatic, sea breezes)</li> <li>• wind</li> <li>• temperature</li> </ul>                                                                                                                 |
| <b>Landforms</b>                        | [all categories] <ul style="list-style-type: none"> <li>• must include but not limited to               <ul style="list-style-type: none"> <li>○ mountain ranges</li> <li>○ large bodies of water</li> <li>○ valleys</li> </ul> </li> </ul>                                                                            |
| <b>Life threatening weather hazards</b> | [all categories] <ul style="list-style-type: none"> <li>• must include but not limited to               <ul style="list-style-type: none"> <li>○ floods</li> <li>○ cyclones</li> <li>○ snow storms</li> </ul> </li> </ul>                                                                                              |

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <ul style="list-style-type: none"> <li>○ electrical storms</li> <li>○ limited visibility</li> <li>○ hail</li> <li>○ thunderstorms</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Limitations of the activity</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but not limited to               <ul style="list-style-type: none"> <li>○ duration of activity</li> <li>○ intensity of activity</li> <li>○ exposure to prevailing conditions</li> <li>○ elevation</li> <li>○ ability of individual/group</li> <li>○ technical difficulty of activity</li> </ul> </li> </ul>               |
| <b>Map types</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to               <ul style="list-style-type: none"> <li>○ prognosis maps</li> <li>○ analysis maps</li> </ul> </li> </ul>                                                                                                                                                                                 |
| <b>Mountain Activities</b>         | <p>[one category]</p> <ul style="list-style-type: none"> <li>• may include but not limited to               <ul style="list-style-type: none"> <li>○ walking</li> <li>○ alpine trekking</li> <li>○ resort skiing</li> <li>○ ski touring</li> <li>○ cross country skiing</li> <li>○ mountaineering</li> <li>○ snow caving</li> </ul> </li> </ul>                                                        |
| <b>Prediction</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but not limited to               <ul style="list-style-type: none"> <li>○ description of current situation and expected changes</li> <li>○ cloud cover</li> <li>○ wind direction and speed</li> <li>○ barometric pressure</li> <li>○ precipitation – type and intensity</li> </ul> </li> </ul>                            |
| <b>Strategies</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but not limited to               <ul style="list-style-type: none"> <li>○ activity and venue selection</li> <li>○ equipment and clothing</li> <li>○ communication device, shelter</li> <li>○ alternative route</li> <li>○ retreating via a previous route</li> <li>○ continuation of original plan</li> </ul> </li> </ul> |
| <b>Symbols</b>                     | <p>[all categories]</p>                                                                                                                                                                                                                                                                                                                                                                                |

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|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <ul style="list-style-type: none"> <li>• may include but not limited to             <ul style="list-style-type: none"> <li>○ cyclones</li> <li>○ anti-cyclones</li> <li>○ depressions</li> <li>○ highs</li> <li>○ troughs</li> <li>○ ridges</li> <li>○ frontal bands (warm, cold, occluded, stationary)</li> <li>○ isobars</li> </ul> </li> </ul>                                                          |
| <b>Weather information</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to             <ul style="list-style-type: none"> <li>○ cloud cover</li> <li>○ wind direction and speed</li> <li>○ barometric pressure</li> <li>○ precipitation, type and intensity</li> </ul> </li> </ul>                                                                                                   |
| <b>Weather patterns</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to             <ul style="list-style-type: none"> <li>○ wind direction and speed</li> <li>○ precipitation form and distribution</li> <li>○ sunshine trends and duration</li> <li>○ temperature range and intensity</li> <li>○ humidity trends</li> <li>○ anticyclones and depressions</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge and skills to interpret weather conditions in mountain environments</li> <li>Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>Apply Range Statements that are applicable to the activity - specific context to make reasonable predictions, based on different meteorological data</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Activity-specific units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Basic factors affecting global, regional and local climatic conditions</li> <li>Local climatic conditions and the effect of latitude</li> <li>Influence of local air masses, seasons and topography on weather</li> <li>Influence of landforms on weather</li> <li>Barometric pressure and its implications</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Analysis of information</li> <li>Problem solving and decision making to determine the impact of meteorological data on planned activities</li> <li>Contingency planning</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>meteorological data</li> <li>basic meteorological instruments</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as the number of sources of data and the interpretation of the range of available data, this unit of competency must be assessed over two (2) separate activity occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to interpreting weather information in a mountain environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of an outdoor recreation activity and may be demonstrated in a simulated work environment</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over 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</li> </ul> |



| KEY 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                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting historical information on an area for analysis</li> <li>• <b>Communicating ideas and information</b> - Describing anticipated weather conditions to clients</li> <li>• <b>Planning and organising activities</b> - Planning mountain activities around predicted weather conditions</li> <li>• <b>Working with teams and others</b> - Working with clients in an activity</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating changes in barometric pressure</li> <li>• <b>Solving problems</b> - Dealing with a change of weather during an activity</li> <li>• <b>Using technology</b> - Using the internet to source weather information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                               |
|-----------|-------------------------------|
| THTFTO03B | SET UP AND OPERATE A CAMPSITE |
|           |                               |
| OPS       | Field operations              |

**DESCRIPTION:** This unit deals with skills and knowledge required to set up and operate a campsite for camping tours. Camping tours might involve one or several overnight stays.

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select a campsite</b>  | 1.1 Access the site in accordance with tour itinerary, relevant permits, agreement of land owners and other statutory requirements<br>1.2 Where no designated area exists, select a <b>site</b> to ensure comfort, safety and minimal environmental impact<br>1.3 Identify and eliminate or minimise any hazards                                                                                                                                                                                                                                                                    |
| <b>2 Set up a campsite</b>  | 2.1 Set up the <b>campsite facilities</b> in the most appropriate position to ensure comfort, safety and minimal environmental impact<br>2.2 Arrange appropriate shelter for the prevailing weather and conditions<br>2.3 Identify and access any required water sources<br>2.4 Construct any required campfires in a safe location and ensure there is no danger to the crew, customers and environment during the construction                                                                                                                                                    |
| <b>3 Operate a campsite</b> | 3.1 Operate all <b>camping equipment</b> correctly and in accordance with manufacturer's instructions and safety guidelines<br>3.2 Establish and follow environmentally-friendly rubbish and human waste disposal procedures<br>3.3 Brief the group on waste disposal requirements, agree to procedures and monitor adherence at all times<br>3.4 Discuss and agree to acceptable campsite behaviour with the group<br>3.5 Operate any camp fires within land management guidelines and ensure there is no danger to the crew, customers and environment during the use of the fire |
| <b>4 Break camp</b>         | 4.1 Dismantle, pack and store all equipment using safe lifting and handling techniques to avoid injury<br>4.2 Remove all rubbish from the <b>site</b> where disposal facilities are not available<br>4.3 Extinguish camp fires fully to ensure there is no danger to the environment<br>4.4 Check the site prior to departure to ensure all equipment and belongings have been removed<br>4.5 Leave the camp site in the original or improved condition                                                                                                                             |

## Range Statements

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

| RANGE STATEMENT                          | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Campsites</b>                         | may be <ul style="list-style-type: none"> <li>• permanent</li> <li>• temporary</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Campsites facilities</b>              | may include <ul style="list-style-type: none"> <li>• tents</li> <li>• wash areas</li> <li>• dining areas</li> <li>• cook areas</li> <li>• latrines</li> <li>• fire sites</li> <li>• pathways</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Camping equipment</b>                 | may include but is not limited to <ul style="list-style-type: none"> <li>• tents</li> <li>• sleeping equipment</li> <li>• cooking equipment</li> <li>• cleaning equipment</li> <li>• lights, groundsheets, lamps, heating facilities</li> <li>• first aid kit</li> <li>• cutting equipment and tools</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge to set up and operate a campsite</li> <li>Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>select, sets up and safely operates a campsite including the operation of a range of camping equipment</li> <li>have knowledge of the environment, safety and statutory issues that relate to temporary campsites</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>THTFTO01B Conduct pre-departure checks</li> <li>THTFTO04B Provide campsite catering</li> <li>THTFTO05B Operate tours in a remote area</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Health and safety issues in specific relation to camping, including safe lifting and handling techniques</li> <li>Features of a desirable camp site</li> <li>Environmental impacts of camp sites</li> <li>Permit requirements for camp sites, including for camping in National Parks and on land under the control of traditional owners</li> <li>Issues relating to use of open fires in camp sites</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Operation of commonly-used camping equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>use of the full range of camping equipment used on tour to reflect local industry</li> </ul> </li> <li>Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> <li>involvement of a group for/with whom the site is set up and operated</li> </ul> </li> </ul> |

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| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Competency in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>Methods must be chosen to ensure that the skills required to set up and operate a camp site on tour 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               <ul style="list-style-type: none"> <li>direct observation of the candidate completing tasks to safely set up, operate and break down a camp site</li> <li>review of operational plans and checklists prepared and/or completed by the candidate</li> <li>review of post tour reports completed by the candidate</li> <li>evaluation of feedback from group members who have participated in a camping tour co-ordinated by the candidate</li> <li>written and oral questioning or interview to test knowledge of camping procedures and equipment, occupational health and safety issues and legislative rules and regulations pertaining to the operation of a camp site</li> <li>written and oral questioning or interview to test knowledge of environmental and community impact or operating camp sites</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>demonstration of skills in an environment suitable for camping, where a campsite must be set up and operated for a minimum of one night</li> </ul> </li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                               | 3                          | 3                           | 1                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Checking and evaluating the overall area available to set up camp and determining the most appropriate position</li> <li>• <b>Communicating ideas and information</b> - Discussing the need to carefully dispose of all wastes with customers and providing advice on how to best adhere to any set procedures</li> <li>• <b>Planning and organising activities</b> - Organising all equipment to be unpacked and set up within the time constraints of night falling</li> <li>• <b>Working with teams and others</b> - Working in harmony with the customers to ensure that tour participants take an active role in setting up and operating the camp</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating a safe distance from any hazardous natural features, eg, rivers to set up camp</li> <li>• <b>Solving problems</b> - Setting up tents to avoid the ill effects of bad weather conditions</li> <li>• <b>Using technology</b> - Setting up and operating camping equipment such as lights and possibly generators</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                           |
|-----------|---------------------------|
| THTFTO04B | PROVIDE CAMPSITE CATERING |
|           |                           |
| OPS       | Field operations          |

**DESCRIPTION:** This unit deals with the skills and knowledge required to provide catering for tour customers in a campsite environment. Campsite catering might be required for a day tour or for an extended touring program.

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan campsite menus</b>                            | 1.1 Plan menus to take account of the following factors: budget, duration of trip, number of passengers, climate, special dietary requirements, facilities and equipment, available for cooking, availability of supplies.<br>1.2 Select the type of food from the full range of options available<br>1.3 Plan menus so that they are nutritionally balanced<br>1.4 Identify any special requests and ensure that special meals can be prepared for those customers with special dietary requirements                                                   |
| <b>2 Store and maintain campsite food and beverages</b> | 2.1 Select and correctly use appropriate storage equipment<br>2.2 Store all <b>food and beverage</b> items safely and hygienically in accordance with requirements for particular types of food<br>2.3 Monitor the quality of food and beverages throughout the tour and make any required adjustments to storage                                                                                                                                                                                                                                       |
| <b>3 Prepare and serve meals</b>                        | 3.1 Check and clean, as required, food preparation equipment<br>3.2 Treat water, if required, to ensure suitability for human consumption<br>3.3 Use a range of <b>food preparation techniques</b> and ensure that food is prepared in a safe and hygienic manner<br>3.4 Use a range of <b>cooking methods</b> to correctly prepare meals<br>3.5 Prepare meals for customers at the appropriate times and within accepted timeframes<br>3.6 Serve food to customers in accordance with individual preferences and with regard to safe hygiene practices |
| <b>4 Clear and clean catering equipment</b>             | 4.1 Clear and clean utensils and equipment in a safe, hygienic and environmentally-sound manner<br>4.2 Dispose of or store remaining food stuffs safely and hygienically                                                                                                                                                                                                                                                                                                                                                                                |

## Range Statements

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

| RANGE STATEMENT                    | CATEGORIES                                                                                                                                                                                                    |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Special meals</b>               | may involve <ul style="list-style-type: none"> <li>• providing vegetarian meals</li> <li>• catering for those with food allergies</li> <li>• catering for those with cultural dietary requirements</li> </ul> |
| <b>Food and beverages</b>          | may be <ul style="list-style-type: none"> <li>• fresh</li> <li>• frozen</li> <li>• dehydrated</li> <li>• canned</li> <li>• convenience</li> <li>• vacuum packed</li> <li>• long life</li> </ul>               |
| <b>Storage</b>                     | may involve <ul style="list-style-type: none"> <li>• refrigeration</li> <li>• ice boxes</li> <li>• dry goods storage containers</li> </ul>                                                                    |
| <b>Food preparation techniques</b> | may involve <ul style="list-style-type: none"> <li>• washing and peeling</li> <li>• cutting</li> <li>• slicing</li> <li>• dicing</li> </ul>                                                                   |
| <b>Cooking methods</b>             | may include <ul style="list-style-type: none"> <li>• barbequing</li> <li>• roasting</li> <li>• frying</li> <li>• grilling</li> <li>• boiling</li> </ul>                                                       |
| <b>Customers</b>                   | might be <ul style="list-style-type: none"> <li>• small, medium or large groups</li> <li>• individuals</li> </ul>                                                                                             |



|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"> <li>• couples</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge to provide catering for tour customers in a campsite environment</li> <li>Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>safely and hygienically prepare food in a campsite environment for touring customers using a range of common preparation and cooking techniques</li> <li>have knowledge of general nutritional principles and the range of food options available for campsite catering</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>THHGHS01B Follow workplace hygiene procedures</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units               <ul style="list-style-type: none"> <li>THTFTO03B Set up and operate a campsite</li> <li>THTFTO01B Conduct pre-departure checks</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>General principles of nutrition in relation to providing a balanced diet for customers</li> <li>General food preparation and cooking techniques that are commonly used in a campsite environment</li> <li>Hygiene issues of specific relevance to campsite catering</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Use of common campsite catering equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>access to the full range of catering equipment and supplies used for the preparation and provision of a campsite meal</li> </ul> </li> <li>Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> <li>have involvement with appropriate numbers of people to be fed to reflect local industry needs and product profile</li> </ul> </li> </ul> |
| <b>Consistency in performance</b>                    | <ul style="list-style-type: none"> <li>Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                               | contexts applicable to the work environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context for assessment</b> | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment must ensure             <ul style="list-style-type: none"> <li>○ demonstration of skills within a campsite environment</li> <li>○ the completion of setting up, operating and breaking down camp sites catering equipment and preparing and serving meals within typical workplace time constraints</li> </ul> </li> <li>• Methods must be chosen to ensure that the skills required to set up and operate a camp site catering facility and to provide meals 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             <ul style="list-style-type: none"> <li>○ direct observation of the candidate safely setting up, operating, breaking down a camp site catering facility as well as preparing and serving meals</li> <li>○ evaluation of feedback from those fed by the candidate</li> <li>○ review of menu plans and checklists prepared and/or completed by the candidate</li> <li>○ review of post tour catering reports completed by the candidate</li> <li>○ written and oral questioning or interview to test knowledge of occupational health and safety issues and hygiene and regulations and requirements pertaining to the preparation of food at a camp site</li> <li>○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                               | 2                          | 3                           | 1                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Checking and evaluating the pre departure touring information and organising suitable menus</li> <li>• <b>Communicating ideas and information</b> - Discussing special requests with customers and providing information on how to best meet their needs</li> <li>• <b>Planning and organising activities</b> - Organising all catering equipment to be unpacked and set up within the time constraints of the tour itinerary</li> <li>• <b>Working with teams and others</b> - Working in harmony with the customers to ensure that tour participants take an active role in preparing and serving meals</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating the amounts of required supplies prior to departure</li> <li>• <b>Solving problems</b> - Identifying any spoiled foodstuffs and making adjustments to the menu</li> <li>• <b>Using technology</b> - Setting up and operating cooking equipment such as gas barbeques</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **PERSONAL WATER CRAFT**

## Contents

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|------------|--------------------------------------------|
| SROPWC001A | SELECT AND MAINTAIN A PERSONAL WATER CRAFT |
| PWC        | Personal Water Craft                       |

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

This unit deals with the specific knowledge and skills required to select and maintain a personal water craft. Other related competencies such as riding a personal water craft and trip planning are defined elsewhere.

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select a personal water craft</b>                         | 1.1 Identify <b>sources</b> where information about personal water craft selection can be gained<br>1.2 Identify <b>personal water craft options</b> and justify <b>reasons for selecting</b> one personal water craft over another<br>1.3 Select a personal water craft, ensuring that it meets the <b>needs, size and proportions</b> of the <b>rider comfort</b><br>1.4 Select an appropriate personal water craft dealer                                                                                                                                                                             |
| <b>2 Set up a personal water craft</b>                         | 2.1 Select and use relevant manual/manufacture's specifications<br>2.2 Adjust handlebar angle where required to improve rider efficiency and comfort<br>2.3 Identify the <b>controls</b> and main features of the craft<br>2.4 Check other personal water craft parts to ensure correct functioning and safety, based on manufacturer's recommendations<br>2.5 Ensure personal water craft condition meets safety and registration requirements                                                                                                                                                          |
| <b>3 Conduct routine maintenance on a personal water craft</b> | 3.1 Identify scheduled <b>servicing</b> and <b>regular maintenance tasks</b><br>3.2 Correctly identify repair <b>tools and spare parts</b> and carry correct <b>tools and spare parts</b> for in-field repair kit<br>3.3 Identify <b>personal water craft parts requiring lubrication</b> , and lubricate as required<br>3.4 Conduct <b>regular maintenance</b> tasks as specified by the manufacturer and with reference to the manufacturer's manual<br>3.5 Correct detected faults or refer to specialist repairers, as required<br>3.6 <b>Clean</b> personal water craft to prevent corrosion damage |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Clean</b>                                  | [all categories] <ul style="list-style-type: none"> <li>may include, but is not limited to removal of               <ul style="list-style-type: none"> <li>salt spray</li> <li>seaweed</li> <li>sunscreen</li> <li>water</li> </ul> </li> </ul>                                               |
| <b>Controls</b>                               | [all categories] <ul style="list-style-type: none"> <li>reverse lever</li> <li>throttle</li> </ul>                                                                                                                                                                                            |
| <b>Personal water craft options</b>           | [all categories] <ul style="list-style-type: none"> <li>may include, but is not limited to               <ul style="list-style-type: none"> <li>pole skis</li> <li>two, three and four seater personal water craft</li> </ul> </li> </ul>                                                     |
| <b>Needs, size and proportions</b>            | [all categories] <ul style="list-style-type: none"> <li>type of personal water craft</li> <li>water conditions personal water craft is to be ridden in</li> <li>engine capacity</li> <li>height / weight of rider</li> </ul>                                                                  |
| <b>Personal water craft parts lubrication</b> | [all categories] <ul style="list-style-type: none"> <li>may include, but is not limited to               <ul style="list-style-type: none"> <li>cables</li> <li>levers</li> <li>bearings and nipples</li> <li>engine</li> <li>suspension and steering/reverse linkages</li> </ul> </li> </ul> |
| <b>Reasons for selection</b>                  | [all categories] <ul style="list-style-type: none"> <li>may include, but is not limited to               <ul style="list-style-type: none"> <li>dominant use</li> <li>cost</li> <li>maintenance</li> <li>availability</li> <li>riding conditions</li> </ul> </li> </ul>                       |
| <b>Regular maintenance</b>                    | [all categories]                                                                                                                                                                                                                                                                              |



|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <ul style="list-style-type: none"> <li>• oil levels and mix</li> <li>• oil filters</li> <li>• fuel lines, fillers and tanks</li> <li>• hoses</li> <li>• regular running and flushing of motor including manual starting</li> <li>• steerage propeller and shaft condition</li> <li>• electrical wiring</li> <li>• Dead Man's switch</li> <li>• detection of changes in performance and noise</li> <li>• cleaning</li> <li>• spark plugs</li> <li>• craft registration equipment, eg, mirrors; if applicable</li> </ul> |
| <b>Rider comfort</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• selection of handgrips</li> <li>• selection of riding apparel</li> <li>• handlebar position</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>Servicing</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• fuel system</li> <li>• steering system</li> <li>• propulsion system</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Sources</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include, but is not limited to             <ul style="list-style-type: none"> <li>○ internet</li> <li>○ shops</li> <li>○ manufacturers</li> <li>○ clubs</li> <li>○ magazines</li> <li>○ manufacturer's service manuals</li> </ul> </li> </ul>                                                                                                                                                                                                     |
| <b>Tools and spare parts</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• tool kit as supplied by manufacturer</li> <li>• spanner set and/or shifter</li> <li>• tow rope</li> <li>• waterproof torch</li> <li>• first aid kit</li> <li>• spark plugs</li> <li>• fire extinguisher</li> <li>• flares (off shore travel only)</li> </ul>                                                                                                                                                                                          |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the different parts of a personal water craft and techniques for maintaining the craft</li> <li>Assessment of performance should be over a period of time to monitor maintenance practices, covering the prescribed number of categories from the Range Statements</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>select a personal water craft to meet individual needs</li> <li>maintain / service and clean a personal water craft</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROPWC002A Demonstrate basic skills to ride a personal water craft in controlled conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Affect of construction features of a personal water craft on their use</li> <li>Features of a personal water craft</li> <li>maintenance and servicing requirements</li> <li>Maintenance tools to conduct regular maintenance</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Basic personal water craft maintenance skills in order to conduct routine scheduled tasks in accordance with manufacturer's guidelines</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>different types of personal water craft</li> <li>repair kit/tools</li> <li>spare parts for a personal water craft</li> <li>manufacturer's manuals</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in the unit SROPWC003A and demonstrate advanced skills to ride a personal water craft in moderate to difficult conditions</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |

|                       |                                                                                                                            |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in</b> | <ul style="list-style-type: none"> <li>Due to issues such as differences in personal water craft and individual</li> </ul> |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------|

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>performance</b>            | requirements and different maintenance regimes, this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to selecting and maintaining a personal water craft                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• This unit of competency must be assessed in the context of selection and maintenance of an actual/real personal water craft</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY 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              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Accessing information from manufacturer's manuals and magazines re types of personal water craft, maintenance and repairs</li> <li>• <b>Communicating ideas and information</b> - Notifying service providers of routine service requirements and/or faults and repairs</li> <li>• <b>Planning and organising activities</b> - Sourcing and organising requirements for repair kits; researching locations to ride a personal water craft</li> <li>• <b>Working with teams and others</b> - Conducting maintenance</li> <li>• <b>Using mathematical ideas and techniques</b> - Conducting maintenance and repairs</li> <li>• <b>Solving problems</b> - Conducting basic repairs and identifying mechanical problems to report to specialist repairers</li> <li>• <b>Using technology</b> - Performing routine maintenance and basic repairs</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                                                  |
|------------|----------------------------------------------------------------------------------|
| SROPWC002A | DEMONSTRATE BASIC SKILLS TO RIDE A PERSONAL WATER CRAFT IN CONTROLLED CONDITIONS |
| PWC        | Personal Water Craft                                                             |

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

This unit deals with the specific knowledge and skills required to ride a personal water craft in controlled conditions in accordance with statutory requirements. Controlled conditions include areas of flat undemanding water (coastal or inland) with winds no more than 10 knots, seas less than 1.0 metre and surf no higher than 0.5 metres.

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan to ride a personal water craft</b>                   | 1.1 Identify food and fluid requirements based on duration of the ride and the principles of nutrition and energy and address packing and storage of food and fluids<br>1.2 Select an appropriate activity site/area of operation demonstrating consideration of <b>statutory requirements</b> , where applicable, and <b>contextual issues</b> relating to the activity<br>1.3 Access and interpret meteorological data and determine activity plans following consideration of <b>weather information and conditions</b><br>1.4 Determine and carry adequate fuel provisions<br>1.5 Check to ensure that the number of passengers does not exceed craft design limits and/or legislative requirements<br>1.6 Communicate trip plans to an appropriate person, including an emergency contact |
| <b>2 Select and use equipment and apparel</b>                  | 2.1 Select <b>suitable apparel</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition and fitting is correct<br>2.2 Wear <b>suitable apparel</b> which is adequate for all possible weather conditions<br>2.3 Identify the factors affecting <b>equipment selection</b> and determine equipment needs<br>2.4 Use and maintain <b>equipment</b> in accordance with manufacturer's specifications                                                                                                                                                                                                                                                                                                                                          |
| <b>3 Perform pre start checks</b>                              | 3.1 Select suitable transport (where relevant) and load/unload <b>personal water craft</b> safely<br>3.2 Secure and transport <b>personal water craft</b> (where relevant) according to manufacturer's instructions<br>3.3 Ensure <b>equipment</b> , stores and personal items are securely stowed and do not adversely affect the craft's stability<br>3.4 Carry out <b>pre start checks</b> of <b>personal water craft</b> to manufacturer's specifications and in line with established safety practices to ensure suitability for planned activity<br>3.5 Take action to correct any deficiencies                                                                                                                                                                                          |
| <b>4 Demonstrate basic skills to ride personal water craft</b> | 4.1 Start <b>personal water craft</b> using recommended technique to maintain safety and stability<br>4.2 Adopt appropriate posture when riding on varying conditions to achieve efficiency and comfort<br>4.3 Demonstrate a degree of balance and confidence and an understanding of weight distribution<br>4.4 Modify <b>technique</b> to account for changes in <b>water conditions</b> and apply recommended weight transfer <b>techniques</b> during cornering<br>4.5 Display efficient throttle control across different <b>water conditions</b><br>4.6 Use throttle control to maintain maximum turning and acceleration in any given situation                                                                                                                                         |

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|                                                            | <p>4.7 Sit/stand, as required, to enable suitable weight distribution</p> <p>4.8 Demonstrate recommended emergency stop procedures</p> <p>4.9 Use appropriate speed, riding and stopping <b>techniques</b> to negotiate a range of <b>water conditions</b> whilst maintaining control of <b>personal water craft</b> at all times</p> <p>4.10 Complete <b>launching and retrieval</b> in line with safe practice</p> <p>4.11 Modify <b>technique</b> to account for obstacles encountered, and apply weight transfer, throttle and stopping techniques during negotiation</p>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>5 Manoeuvre and handle <i>personal water craft</i></b>  | <p>5.1 <b>Manoeuvre craft safely</b> and according to conditions and in accordance with water traffic regulations</p> <p>5.2 <b>Monitor</b> performance of the craft and personnel at all times</p> <p>5.3 Consider <b>impact of the craft use on others and the environment</b></p> <p>5.4 Choose routes/lines to minimise damage to the environment</p> <p>5.5 Identify <b>aids to small craft navigation</b> and use navigational aids and landmarks to determine and monitor craft position</p> <p>5.6 Survey area of operation to identify <b>hazards</b>, assess <b>risk</b> and select the best route</p> <p>5.7 Apply collision avoidance techniques when required in accordance with relevant <b>legislation, recognised regulations and rules</b></p>                                                                                                                                                                                                                      |
| <b>6 Ride <i>personal water craft</i> in a safe manner</b> | <p>6.1 Ensure <b>safety equipment</b> is serviceable and wear/use statutory <b>safety equipment</b> in accordance with state/territory legislation, weather and light conditions</p> <p>6.2 Identify <b>hazards</b> and minimise <b>risk</b> through use of appropriate strategies</p> <p>6.3 Negotiate obstacles in a safe manner</p> <p>6.4 Consider the <b>safety of others</b> whilst riding <b>personal water craft</b> and take appropriate <b>measures</b> to guard personal safety and the safety of others</p> <p>6.5 Demonstrate adequate and efficient methods to communicate with other <b>personal water craft</b> users and other waterways users</p> <p>6.6 Apply, where relevant, correct group/bunch riding <b>techniques</b></p> <p>6.7 Demonstrate compliance with other relevant state/territory maritime legislation applying to safe operating distances and speed</p> <p>6.8 Assemble and carry an adequate in-field repair kit for the activity location</p> |

## Range Statements

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

| RANGE STATEMENT                       | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aids to small craft navigation</b> | [all categories] <ul style="list-style-type: none"> <li>• IALA Buoyage System "A"</li> <li>• charts</li> <li>• compasses</li> <li>• tide tables</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Contextual issues</b>              | [all categories] <ul style="list-style-type: none"> <li>• may include, but is not limited to               <ul style="list-style-type: none"> <li>○ size</li> <li>○ physical characteristics</li> <li>○ age</li> <li>○ capacity of craft</li> <li>○ performance criteria</li> <li>○ registration status of craft</li> <li>○ location / conditions</li> <li>○ weather</li> <li>○ time of day</li> <li>○ length of trip</li> <li>○ noise restrictions</li> <li>○ rider licensing requirements (where applicable)</li> <li>○ local knowledge, rules and protocols</li> <li>○ access and exit points</li> <li>○ safe havens</li> <li>○ launching ramps</li> </ul> </li> </ul> |
| <b>Equipment</b>                      | [all categories] <ul style="list-style-type: none"> <li>• backpacks / bumbags</li> <li>• water containers</li> <li>• tools and spare parts/in-field repair kits</li> <li>• fuel containers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Equipment selection</b>            | [all categories] <ul style="list-style-type: none"> <li>• budget</li> <li>• size</li> <li>• conditions</li> <li>• weather</li> <li>• comfort</li> <li>• Australian Standard (where applicable)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Hazards</b>                        | [all categories] <ul style="list-style-type: none"> <li>• may include, but are not limited to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                                          | <ul style="list-style-type: none"> <li>○ other craft and waterways users</li> <li>○ vessel wash</li> <li>○ restricted waters and bar crossings</li> <li>○ obstacles, eg, buoys, piers</li> <li>○ other personal water craft riders</li> <li>○ trees, logs and submerged items</li> <li>○ climatic, eg, rain, wind, cold/heat</li> <li>○ flying insects</li> <li>○ wildlife</li> <li>○ rocks and reefs</li> <li>○ set and drift</li> <li>○ effect of tide and current</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Impact of craft use on others and the environment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes but is not limited to             <ul style="list-style-type: none"> <li>○ noise</li> <li>○ wake</li> <li>○ safety of others</li> <li>○ disturbance or injury to wildlife</li> <li>○ disposal of waste</li> <li>○ disposal of bilge water</li> <li>○ fuelling arrangements</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Launching and retrieval</b>                           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• turning engine off before dismounting</li> <li>• launching or retrieving away from hazards</li> <li>• ensuring thoroughfares are kept clear</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Legislation, recognised regulations and rules</b>     | <p>[all categories relevant to state/territory regulations and legislation]</p> <ul style="list-style-type: none"> <li>• Collision regulations such as             <ul style="list-style-type: none"> <li>○ Navigating in narrow channels</li> <li>○ Giving way to other vessels</li> <li>○ Overtaking</li> <li>○ Proper lookout</li> <li>○ Sound signals, lights and shapes</li> <li>○ Responsibilities and duty of care</li> <li>○ Use of buoyage system</li> <li>○ Speed</li> <li>○ Recognition of lights and markers</li> <li>○ Rules of road</li> <li>○ Recognition of operation areas</li> <li>○ Specific activity rules, eg, personal water craft</li> <li>○ Equipment requirements</li> <li>○ Accident/Incident reporting</li> </ul> </li> <li>• Marine regulations such as             <ul style="list-style-type: none"> <li>○ Safety regulations</li> <li>○ Licensing and registration</li> <li>○ Speed limit restrictions</li> <li>○ Distance off requirements</li> <li>○ Port limits/rules</li> <li>○ Marine incident reporting</li> <li>○ Carrying capacity</li> <li>○ Alcohol limits</li> <li>○ Age of operators</li> </ul> </li> <li>• Environmental and wildlife regulations</li> </ul> |



|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                 | <ul style="list-style-type: none"> <li>○ Relevant and applicable State/Territory rules as they apply to the operations of personal water craft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Manoeuvring craft safely</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• manoeuvres includes but are not limited to <ul style="list-style-type: none"> <li>○ from or to a ramp, pontoon, wharf, jetty</li> <li>○ confined areas, eg, narrow channels, marinas, moorings, obstructions</li> <li>○ low speed/high speed</li> <li>○ wakes</li> <li>○ poor visibility</li> <li>○ effect of wind</li> </ul> </li> <li>• safe manoeuvring includes <ul style="list-style-type: none"> <li>○ steer straight line</li> <li>○ astern</li> <li>○ figure-eight</li> <li>○ right of way</li> <li>○ port-starboard</li> <li>○ throttle control</li> <li>○ emergency stop</li> <li>○ trim and stability of craft</li> <li>○ standing on/stemming the tide</li> <li>○ retrieval of passenger</li> <li>○ launching and retrieval</li> </ul> </li> </ul> |
| <b>Measures</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• observation of craft and other personal water craft riders</li> <li>• maintenance of safe distance from other riders</li> <li>• safe falling</li> <li>• self arrest</li> <li>• use of appropriate speed for the location and conditions</li> <li>• observation of weather conditions</li> <li>• adequate clothing</li> <li>• adequate food and fluid intake</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Monitor</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• cooling system</li> <li>• location and welfare of persons on board</li> <li>• oil, fuel and water</li> <li>• position of craft</li> <li>• other water users</li> <li>• battery and electrical systems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Personal water craft</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• pole skis</li> <li>• two, three and four seater personal water craft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Pre start checks</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• fuel is connected</li> <li>• battery is charged and connected</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                               | <ul style="list-style-type: none"> <li>• kill switch</li> <li>• fumes, petrol</li> <li>• fuel and water leaks</li> <li>• bilge water levels</li> <li>• controls and cables</li> <li>• oil and fuel</li> <li>• drive shaft</li> </ul>                                                                                          |
| <b>Risks</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• injuries</li> <li>• exhaustion</li> <li>• hyper or hypothermia</li> <li>• dehydration</li> <li>• separation from group</li> <li>• mechanical failure</li> <li>• collision</li> </ul>                                                                         |
| <b>Safety equipment</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sandbag anchor</li> <li>• waterproof torch</li> <li>• flares (off shore trips only)</li> <li>• fire extinguishers</li> <li>• tow ropes</li> <li>• first aid kit</li> </ul>                                                                                   |
| <b>Safety of others</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may be affected by             <ul style="list-style-type: none"> <li>○ speed</li> <li>○ distance from other personal water craft users</li> <li>○ distance from other waterways users</li> <li>○ appropriate group riding techniques</li> </ul> </li> </ul> |
| <b>Statutory requirements</b> | <p>all categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to:             <ul style="list-style-type: none"> <li>○ licence (where appropriate)</li> <li>○ craft registration</li> <li>○ insurance</li> <li>○ noise limits</li> </ul> </li> </ul>                                         |
| <b>Suitable apparel</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal flotation device (PFD) appropriate to location/state or territory regulations</li> <li>• helmet</li> <li>• booties</li> <li>• wetsuit (where applicable)</li> <li>• goggles</li> <li>• gloves</li> </ul>                                            |

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| <b>Techniques</b>                         | <p>[all categories]</p> <ul style="list-style-type: none"><li>• may be affected by<ul style="list-style-type: none"><li>○ change in posture</li><li>○ change in position on personal water craft or on seat</li><li>○ weight transfer</li><li>○ throttle control</li><li>○ driving technique</li><li>○ turning/manoeuvres</li></ul></li></ul> |
| <b>Water conditions</b>                   | <p>[all categories relevant to the location]</p> <ul style="list-style-type: none"><li>• winds no more than 10 knots/19 km/h</li><li>• seas less than 1.0 metre</li><li>• surf no higher than 0.5 metre</li></ul>                                                                                                                             |
| <b>Weather information and conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• wind</li><li>• tides (flood and ebb tides)</li><li>• rips and bars</li><li>• wave height</li><li>• visibility</li></ul>                                                                                                                                                       |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of equipment and its correct use and of relevant legislation applicable to riding personal water craft</li> <li>• Assessment of performance should be over a minimum of three (3) separate rides, each of a minimum duration of thirty (30) minutes in controlled water conditions, covering the prescribed number of categories from the Range Statements</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ plan for personal water craft rides</li> <li>○ ride in an efficient and safe manner in controlled water conditions</li> <li>○ encounter a variety of obstacles and hazards and maintain safety of self and others</li> <li>○ comply with legislation, procedures and rules</li> </ul> </li> </ul>                                                                                                                                                                                           |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROPWC001A Select and maintain personal water craft</li> <li>○ MEM50.10EA Respond to boating emergencies and incidents</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                              |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Cornering and braking techniques in controlled water conditions</li> <li>○ Correct use of throttle</li> <li>○ Use of body positioning and weight transfer</li> <li>○ Equipment and personal water craft features</li> <li>○ Personal gear for riding</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Required maintenance tools and how to use them</li> <li>○ Legislation, rules and minimum impact codes applicable to riding personal water craft</li> <li>○ Sources of weather information and how to interpret information</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Navigation skills to plan and follow a route</li> <li>○ First aid skills appropriate to location and level of experience</li> <li>○ Planning skills to select location and route</li> <li>○ Riding techniques to enable safe and efficient riding in controlled conditions</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ personal water craft</li> <li>○ a suitable aquatic environment</li> <li>○ food and water resources</li> <li>○ first aid kit</li> <li>○ repair kit/tools</li> <li>○ personal protective clothing appropriate to location and conditions</li> <li>○ navigation equipment (route/site dependent)</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team)</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |

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|                                   | <p>must</p> <ul style="list-style-type: none"> <li>○ be competent in the unit SROPWC003A Demonstrate advanced skills to ride personal water craft in moderate to difficult conditions</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul>          |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to the necessity that a range of required techniques should be demonstrated in varying water conditions, this unit must be assessed over three (3) separate rides, each of a minimum duration of thirty (30) minutes, in order to ensure consistency of performance over the Range Statements and contexts applicable to using basic skills to ride personal water craft</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of riding a personal water craft an outdoor recreation activity in a diversity of water conditions as specified</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Researching locations to ride personal water craft</li> <li>• <b>Communicating ideas and information</b> - Communicating with other personal water craft riders on the water</li> <li>• <b>Planning and organising activities</b> - Making logistical arrangements prior to rides</li> <li>• <b>Working with teams and others</b> - Planning and participating in rides with other personal water craft riders</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating fuel requirements for trips</li> <li>• <b>Solving problems</b> - Determining cause of mechanical problems and conducting repairs</li> <li>• <b>Using technology</b> - Conducting routine maintenance and repairs; using navigation equipment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                                                                |
|------------|------------------------------------------------------------------------------------------------|
| SROPWC003A | DEMONSTRATE ADVANCED SKILLS TO RIDE A PERSONAL WATER CRAFT IN MODERATE TO DIFFICULT CONDITIONS |
| PWC        | Personal Water Craft                                                                           |

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

This unit deals with the specific knowledge and skills required to ride a personal water craft in moderate to difficult conditions in accordance with statutory requirements. Moderate to difficult conditions include with winds of up to 21 knots, breaking waves of at least 1.0 metre and surf to 2.0 metres.

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>1 Plan to ride a personal water craft</b>                      | 1.1 Identify food and fluid requirements based on duration of the ride and the principles of nutrition and energy and address packing and storage of food and fluids<br>1.2 Select an appropriate activity site/area of operation demonstrating consideration of <b>statutory requirements</b> , where applicable, and <b>contextual issues</b> relating to the activity<br>1.3 Access and interpret meteorological data and determine activity plans following consideration of <b>weather information and conditions</b><br>1.4 Determine and carry adequate fuel provisions<br>1.5 Check to ensure that the number of passengers does not exceed craft design limits and/or legislative requirements<br>1.6 Communicate trip plans to an appropriate person, including an emergency contact |
| <b>2 Select and use equipment and apparel</b>                     | 2.1 Select <b>suitable apparel</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition and fitting is correct<br>2.2 Wear <b>suitable apparel</b> which is adequate for all possible weather conditions<br>2.3 Identify the factors affecting <b>equipment selection</b> and determine <b>equipment</b> needs<br>2.4 Use and maintain <b>equipment</b> in accordance with manufacturer's specifications                                                                                                                                                                                                                                                                                                                                   |
| <b>3 Perform pre start checks</b>                                 | 3.1 Select suitable transport (where relevant) and load/unload <b>personal water craft</b> safely<br>3.2 Secure and transport <b>personal water craft</b> (where relevant) according to manufacturer's instructions<br>3.3 Ensure <b>equipment</b> , stores and personal items are securely stowed and do not adversely affect the craft's stability<br>3.4 Carry out <b>pre start checks</b> of personal water craft to manufacturer's specifications and in line with established safety practices to ensure suitability for planned activity<br>3.5 Take action to correct any deficiencies                                                                                                                                                                                                 |
| <b>4 Demonstrate advanced skills to ride personal water craft</b> | 4.1 Start <b>personal water craft</b> using recommended technique to maintain safety and stability<br>4.2 Adopt appropriate posture when riding on varying conditions to achieve efficiency and comfort<br>4.3 Demonstrate a degree of balance and confidence and an understanding of weight distribution<br>4.4 Modify technique to account for changes in <b>water conditions</b> and apply recommended weight transfer <b>techniques</b> during cornering<br>4.5 Display efficient throttle control across different <b>water conditions</b><br>4.6 Use throttle control to maintain maximum turning and acceleration in any given situation                                                                                                                                                |

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|                                                           | <p>4.7 Sit/stand, as required, to enable suitable weight distribution</p> <p>4.8 Demonstrate recommended emergency stop procedures</p> <p>4.9 Use appropriate speed, riding and stopping <b>techniques</b> to negotiate a range of <b>water conditions</b> whilst maintaining control of <b>personal water craft</b> at all times</p> <p>4.10 Complete <b>launching and retrieval</b> in line with safe practice in moderate to difficult conditions</p> <p>4.11 Modify technique to account for obstacles encountered, and apply weight transfer, throttle and stopping techniques during negotiation</p> <p>4.12 Conduct a tow in <b>controlled water conditions</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>5 Manoeuvre and handle <i>personal water craft</i></b> | <p>5.1 <b>Manoeuvre craft safely</b> and according to conditions and in accordance with water traffic regulations</p> <p>5.2 <b>Monitor</b> performance of the craft and personnel at all times</p> <p>5.3 Consider <b>impact of the craft use on others and the environment</b></p> <p>5.4 Choose routes/lines to minimise damage to the environment</p> <p>5.5 Identify <b>aids to small craft navigation</b> and use navigational aids and landmarks to determine and monitor craft position</p> <p>5.6 Survey area of operation to identify <b>hazards</b>, assess <b>risk</b> and select the best route</p> <p>5.7 Apply collision avoidance <b>techniques</b> when required in accordance with relevant <b>legislation, recognised regulations and rules</b></p>                                                                                                                                                                                                                                                                                                                                                              |
| <b>6 Ride personal water craft in a safe manner</b>       | <p>6.1 Ensure <b>safety equipment</b> is serviceable and wear/use statutory <b>safety equipment</b> in accordance with state/territory legislation, weather and light conditions</p> <p>6.2 Identify <b>hazards</b> and minimise <b>risk</b> through use of appropriate strategies</p> <p>6.3 Negotiate obstacles in a safe manner</p> <p>6.4 Consider the <b>safety of others</b> whilst riding <b>personal water craft</b> and take appropriate <b>measures</b> to guard personal safety and the safety of others</p> <p>6.5 Demonstrate adequate and efficient methods to communicate with other <b>personal water craft</b> users and other waterways users</p> <p>6.6 Apply, where relevant, correct group/bunch riding <b>techniques</b></p> <p>6.7 Comply with statutory requirements when towing, including use of a appropriate observer and compliance with craft carrying capacity</p> <p>6.8 Demonstrate compliance with other relevant state/territory maritime legislation applying to safe operating distances and speed</p> <p>6.9 Assemble and carry an adequate in-field repair kit for the activity location</p> |



## Range Statements

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

| RANGE STATEMENT                       | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Aids to small craft navigation</b> | [all categories] <ul style="list-style-type: none"> <li>• IALA Buoyage System "A"</li> <li>• charts</li> <li>• compasses</li> <li>• tide tables</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Contextual issues</b>              | [all categories] <ul style="list-style-type: none"> <li>• may include, but is not limited to               <ul style="list-style-type: none"> <li>○ size</li> <li>○ physical characteristics</li> <li>○ age</li> <li>○ capacity of craft</li> <li>○ performance criteria</li> <li>○ registration status of craft</li> <li>○ location / conditions</li> <li>○ weather</li> <li>○ time of day</li> <li>○ length of trip</li> <li>○ noise restrictions</li> <li>○ rider licensing requirements (where applicable)</li> <li>○ local knowledge, rules and protocols</li> <li>○ access and exit points</li> <li>○ safe havens</li> <li>○ launching ramps</li> </ul> </li> </ul> |
| <b>Controlled water conditions</b>    | [all categories] <ul style="list-style-type: none"> <li>• winds no more than 10 knots</li> <li>• seas less than 1/0 metre</li> <li>• surf no higher than 0.5 metre</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Equipment</b>                      | [all categories] <ul style="list-style-type: none"> <li>• backpacks / bumbags</li> <li>• water containers</li> <li>• tools and spare parts/in-field repair kits</li> <li>• fuel containers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Equipment selection</b>            | [all categories] <ul style="list-style-type: none"> <li>• budget</li> <li>• size</li> <li>• conditions</li> <li>• weather</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                          | <ul style="list-style-type: none"> <li>• comfort</li> <li>• Australian Standard (where applicable)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Hazards</b>                                           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include, but are not limited to             <ul style="list-style-type: none"> <li>○ other craft and waterways users</li> <li>○ vessel wash</li> <li>○ restricted waters and bar crossings</li> <li>○ obstacles (buoys, piers)</li> <li>○ other personal water craft riders</li> <li>○ trees, logs and submerged items</li> <li>○ climatic (rain, wind, cold/heat)</li> <li>○ flying insects</li> <li>○ wildlife</li> <li>○ rocks and reefs</li> <li>○ set and drift</li> <li>○ effect of tide and current</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Impact of craft use on others and the environment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes but is not limited to             <ul style="list-style-type: none"> <li>○ noise</li> <li>○ wake</li> <li>○ safety of others</li> <li>○ disturbance or injury to wildlife</li> <li>○ disposal of waste</li> <li>○ disposal of bilge water</li> <li>○ fuelling arrangements</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Launching and retrieval</b>                           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• turning engine off before dismounting</li> <li>• launching or retrieving away from hazards</li> <li>• ensuring thoroughfares are kept clear</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Legislation, recognised regulations and rules</b>     | <p>[all categories relevant to state/territory regulations and legislation]</p> <ul style="list-style-type: none"> <li>• collision regulations such as             <ul style="list-style-type: none"> <li>○ navigating in narrow channels</li> <li>○ giving way to other vessels</li> <li>○ overtaking</li> <li>○ proper lookout</li> <li>○ sound signals, lights and shapes</li> <li>○ responsibilities and duty of care</li> <li>○ use of buoyage system</li> <li>○ speed</li> <li>○ recognition of lights and markers</li> <li>○ "rules of the road"</li> <li>○ recognition of operation areas</li> <li>○ specific activity rules, eg, Personal Water Craft</li> <li>○ equipment requirements</li> <li>○ accident/incident reporting</li> </ul> </li> <li>• marine regulations such as             <ul style="list-style-type: none"> <li>○ safety regulations</li> <li>○ licensing and registration</li> <li>○ speed limit restrictions</li> </ul> </li> </ul> |

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|                                 | <ul style="list-style-type: none"> <li>○ distance off requirements</li> <li>○ port limits/rules</li> <li>○ marine incident reporting</li> <li>○ carrying capacity</li> <li>○ alcohol limits</li> <li>○ age of operators</li> <li>• environmental and wildlife regulations               <ul style="list-style-type: none"> <li>○ relevant and applicable state/territory rules as they apply to the operations of personal water craft</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Manoeuvring craft safely</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• manoeuvres includes but are not limited to               <ul style="list-style-type: none"> <li>○ from or to a ramp, pontoon, wharf, jetty</li> <li>○ confined areas                   <ul style="list-style-type: none"> <li>▪ narrow channels</li> <li>▪ marinas</li> <li>▪ moorings</li> <li>▪ obstructions</li> </ul> </li> <li>○ sea states                   <ul style="list-style-type: none"> <li>▪ bars</li> <li>▪ waves</li> <li>▪ rips</li> <li>▪ high seas</li> <li>▪ tidal surges</li> <li>▪ choppy conditions</li> </ul> </li> <li>○ low speed/high speed</li> <li>○ wakes</li> <li>○ poor visibility</li> <li>○ effect of wind</li> </ul> </li> <li>• safe manoeuvring includes               <ul style="list-style-type: none"> <li>○ steer straight line</li> <li>○ astern</li> <li>○ figure-eight</li> <li>○ right of way</li> <li>○ port-starboard</li> <li>○ throttle control</li> <li>○ emergency stop</li> <li>○ trim and stability of craft</li> <li>○ towing or being towed</li> <li>○ standing on/stemming the tide</li> <li>○ retrieval of passenger</li> <li>○ launching and retrieval</li> </ul> </li> </ul> |
| <b>Measures</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• observation of craft and other personal water craft riders</li> <li>• maintenance of safe distance from other riders</li> <li>• safe falling</li> <li>• self arrest</li> <li>• use of appropriate speed for the location and conditions</li> <li>• observation of weather conditions</li> <li>• adequate clothing</li> <li>• adequate food and fluid intake</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Monitor</b>                  | <p>[all categories]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                               | <ul style="list-style-type: none"> <li>• cooling system</li> <li>• location and welfare of persons on board</li> <li>• oil, fuel and water</li> <li>• position of craft</li> <li>• other water users</li> <li>• battery and electrical systems</li> </ul>                                                                             |
| <b>Personal water craft</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• pole skis</li> <li>• two, three and four seater personal water craft</li> </ul>                                                                                                                                                                                      |
| <b>Pre start checks</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• fuel is connected</li> <li>• battery is charged and connected</li> <li>• kill switch</li> <li>• fumes, petrol</li> <li>• fuel and water leaks</li> <li>• bilge water levels</li> <li>• controls and cables</li> <li>• oil and fuel</li> <li>• drive shaft</li> </ul> |
| <b>Risks</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• injuries</li> <li>• exhaustion</li> <li>• hyper or hypothermia</li> <li>• dehydration</li> <li>• separation from group</li> <li>• mechanical failure</li> <li>• collision</li> </ul>                                                                                 |
| <b>Safety equipment</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sandbag anchor</li> <li>• waterproof torch</li> <li>• flares (off shore trips only)</li> <li>• fire extinguishers</li> <li>• tow ropes</li> <li>• first aid kit</li> </ul>                                                                                           |
| <b>Safety of others</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may be affected by <ul style="list-style-type: none"> <li>○ speed</li> <li>○ distance from other personal water craft users</li> <li>○ distance from other waterways users</li> <li>○ appropriate group riding techniques</li> </ul> </li> </ul>                     |
| <b>Statutory requirements</b> | <p>all categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to</li> </ul>                                                                                                                                                                                                                          |

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|                                           | <ul style="list-style-type: none"> <li>○ licence (where appropriate)</li> <li>○ craft registration</li> <li>○ insurance</li> <li>○ noise limits</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Suitable apparel</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal flotation device (PFD) appropriate to location/state or territory regulations</li> <li>• helmet</li> <li>• booties</li> <li>• wetsuit (where applicable)</li> <li>• goggles</li> <li>• gloves</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Techniques</b>                         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may be affected by <ul style="list-style-type: none"> <li>○ change in posture</li> <li>○ change in position on personal water craft or on seat</li> <li>○ weight transfer</li> <li>○ throttle control</li> <li>○ driving technique</li> <li>○ turning/manoeuvres</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <b>Water conditions</b>                   | <p>[all categories relevant to the location]</p> <ul style="list-style-type: none"> <li>• moderate conditions includes areas where the coastline may be simple, not involving overfalls, tidal races, difficult landings or open crossings and <ul style="list-style-type: none"> <li>○ minimum winds of 7 - 10 knots (12 - 19 km/h)</li> <li>○ breaking waves (up to 1.0 m)</li> <li>○ small surf (0.5 to 1.0 m)</li> </ul> </li> <li>• difficult conditions incorporate open crossings with <ul style="list-style-type: none"> <li>○ wind speeds of 7 - 21 knots (12 - 38 km/hr)</li> <li>○ wave heights of at least 1.0 m</li> <li>○ surf up to 2.0m</li> </ul> </li> </ul> |
| <b>Weather information and conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• wind</li> <li>• tides (flood and ebb tides)</li> <li>• rips and bars</li> <li>• wave height</li> <li>• visibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of equipment and its correct use and of relevant legislation applicable to riding personal water craft in moderate to difficult conditions</li> <li>• Assessment of performance should be over a minimum of three (3) separate rides, each of a minimum duration of thirty (30) minutes in moderate to difficult water conditions, covering the prescribed number of categories from the Range Statements</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ plan for personal water craft rides in moderate to difficult conditions</li> <li>○ accurately assess the risks to self and others associated with riding in moderate to difficult conditions</li> <li>○ ride in an efficient and safe manner in moderate to difficult water conditions</li> <li>○ encounter a variety of obstacles and hazards and maintain safety of self and others</li> <li>○ comply with legislation, procedures and rules</li> </ul> </li> </ul>                                                                                                                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROODR002A Plan outdoor recreation activities</li> <li>○ SROPWC001A Select and maintain a personal water craft</li> <li>○ SROPWC002A Demonstrate basic skills to ride a personal water craft in controlled conditions</li> <li>○ MEM50.10EA Respond to boating emergencies and incidents</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                     |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Cornering and braking techniques in moderate to difficult water conditions</li> <li>○ Correct use of throttle</li> <li>○ Use of body positioning and weight transfer</li> <li>○ Equipment and personal water craft features</li> <li>○ Hazard identification and risk assessment of moderate to difficult water conditions</li> <li>○ Personal gear for riding in moderate to difficult water conditions</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Required maintenance tools and how to use them</li> <li>○ Legislation, rules and minimum impact codes applicable to riding personal water craft</li> <li>○ Sources of weather information and how to interpret information</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Navigation skills to plan and follow a route</li> <li>○ First aid skills appropriate to location and level of experience</li> <li>○ Planning skills to select location and route</li> <li>○ Riding techniques to enable safe and efficient riding in moderate to difficult water conditions</li> </ul> </li> </ul> |

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| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>personal water craft</li> <li>a suitable aquatic environment (moderate to difficult water conditions)</li> <li>food and water resources</li> <li>first aid kit</li> <li>repair kit/tools</li> <li>personal protective clothing appropriate to location and conditions</li> <li>navigation equipment (route/site dependent)</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to the necessity that a range of required techniques should be demonstrated in varying water conditions, this unit must be assessed over three (3) separate rides, each of a minimum duration of thirty (30) minutes, in order to ensure consistency of performance over the Range Statements and contexts applicable to using basic skills to ride personal water craft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment this unit of competency must be assessed in the context of riding a personal water craft an outdoor recreation activity in a diversity of water conditions as specified (moderate to difficult water conditions)</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Researching weather, tide and other information to determine locations to ride personal water craft</li> <li>• <b>Communicating ideas and information</b> - Communicating with other personal water craft riders on the water and other waterways users</li> <li>• <b>Planning and organising activities</b> - Assessing risk and making logistical arrangements prior to rides</li> <li>• <b>Working with teams and others</b> - Planning and participating in rides with other personal water craft riders</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating fuel requirements for trips</li> <li>• <b>Solving problems</b> - Determining cause of mechanical problems and conducting repairs; negotiating obstacles when riding in moderate to difficult conditions</li> <li>• <b>Using technology</b> - Conducting routine maintenance and repairs; using navigation equipment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



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|------------|----------------------------------------|
| SROPWC004A | GUIDE TOURS USING PERSONAL WATER CRAFT |
| PWC        | Personal Water Craft                   |

**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 trips in controlled conditions using personal water craft.

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select appropriate equipment for the group</b>         | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition<br>1.2 Fit and adjust <b>equipment</b> correctly and ensure suitability to the participant and personal water craft<br>1.3 Assess personal water crafts for safety and suitability for the activity<br>1.4 Waterproof and pack <b>equipment</b> that is not required on hand and load or fasten in a suitable manner<br>1.5 Check <b>safety and repair equipment</b> to ensure suitability to group and planned trip                                                                                                                                                     |
| <b>2 Plan a trip for clients using personal water craft</b> | 2.1 Assess skill level, experience and physical capabilities of each member of the group<br>2.2 Establish attainable group objectives<br>2.3 Select suitable location for trip to suit abilities and objectives of the group<br>2.4 Obtain and interpret weather information for local conditions of the trip<br>2.5 Obtain permits or permission for access where necessary<br>2.6 Ensure correct leader/client ratios are met<br>2.7 Prepare a checklist for personal <b>equipment</b> as trip leader<br>2.8 Determine food and drink requirements for group taking into account <b>contextual issues</b><br>2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan |
| <b>3 Brief clients</b>                                      | 3.1 Communicate logistical details to clients<br>3.2 Brief group of standard safety procedures<br>3.3 Demonstrate correct packing of a personal water craft with gear appropriate to proposed trip<br>3.4 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring<br>3.5 Outline procedures to be followed should an accident occur<br>3.6 Establish verbal and non-verbal <b>communication</b> system for use during trip and ensure that all clients understand system(s)                                                                                                                                                             |
| <b>4 Maintain physical welfare of group</b>                 | 4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, times and distances<br>4.2 Assess capabilities of group members prior to trip commencement<br>4.3 Ensure all clients are properly equipped for the trip and conditions<br>4.4 Monitor individual client's performance and needs<br>4.5 Evaluate riding pace and conditions<br>4.6 Monitor weather conditions<br>4.7 Evaluate implications of weather signs on trip plans<br>4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored<br>4.9 Control the group to maintain a safe enjoyable atmosphere<br>4.10 Apply risk management plan            |
| <b>5 Establish effective</b>                                | 5.1 Communicate clearly objectives and nature of the trip to the group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>communication</b>                                                         | 5.2 Provide clear and concise direction and advice to group during the trip<br>5.3 Ensure that good <b>communication</b> exists between all group members by encouraging interaction<br>5.4 Encourage feedback and questioning from group members<br>5.5 Devolve decision making where appropriate<br>5.6 Recognise and resolve conflict situations<br>5.7 Provide positive encouragement and empathy                                                                                                                                                                                                                                                                                                                                                           |
| <b>6 Lead a group of personal water craft riders safely</b>                  | 6.1 Monitor appropriate spacing between personal water craft riders appropriate to conditions<br>6.2 Identify a variety of potential hazards<br>6.3 Decide how each <b>hazard</b> can be safely negotiated<br>6.4 Recognise situations where a <b>hazard</b> needs to be scouted<br>6.5 Identify the best lines through hazards taking into consideration the ability of the group and safety issues<br>6.6 Provide guidance of how to negotiate a <b>hazard</b> clearly and concisely to the group<br>6.7 Demonstrate clearly to the group how to negotiate the <b>hazard</b><br>6.8 Manage the movement of the group to maintain the safest situation when negotiating the <b>hazard</b><br>6.9 Respond accordingly to any emergency or non-routine situation |
| <b>7 Select and maintain a temporary site using minimal impact practices</b> | 7.1 Select a suitable site with reference to minimal impact on the environment<br>7.2 Arrange shelter appropriate for prevailing weather conditions<br>7.3 Establish site to ensure comfort and safety of the group<br>7.4 Use minimal impact practices relevant to the local environment during use of the site<br>7.5 Explain relevant minimum impact practices to group and monitor their compliance<br>7.6 Return site to an equal or greater standard on your departure                                                                                                                                                                                                                                                                                    |
| <b>8 Conduct activity in a professional manner</b>                           | 8.1 Avoid contentious issues in general conversation<br>8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words<br>8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>9 Complete post-trip responsibilities</b>                                 | 9.1 Notify relevant authority of trip completion<br>9.2 Retrieve, inspect, repair and store (or retire) <b>equipment</b> according to procedures<br>9.3 Evaluate, including client feedback, all aspects of trip organisation and conduct<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• verbal</li> <li>• hand signals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• include, but are not limited to               <ul style="list-style-type: none"> <li>○ size of client</li> <li>○ physical characteristics of client</li> <li>○ age of client</li> <li>○ capacity</li> <li>○ performance criteria</li> <li>○ registered nature of personal water craft</li> <li>○ location</li> <li>○ weather</li> <li>○ season</li> <li>○ time of day</li> <li>○ length of trip</li> <li>○ noise restrictions</li> <li>○ type of personal water craft</li> <li>○ ability of clients</li> <li>○ experience of clients</li> <li>○ physical health of clients</li> <li>○ number of staff</li> <li>○ transport</li> <li>○ personal experience</li> <li>○ safety requirements</li> <li>○ water conditions</li> </ul> </li> </ul> |
| <b>Equipment</b>         | [all categories] <ul style="list-style-type: none"> <li>• helmet</li> <li>• wetsuits (where applicable)</li> <li>• booties</li> <li>• goggles</li> <li>• gloves</li> <li>• personal flotation device (PFD) appropriate to the location/state/territory</li> <li>• first aid and repair equipment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Hazard</b>            | [all categories relevant to location] <p>include, but are not limited to</p> <ul style="list-style-type: none"> <li>• other craft and waterways users</li> <li>• vessel wash</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                    | <ul style="list-style-type: none"><li>• restricted waters and bar crossings</li><li>• obstacles, eg, buoys, piers</li><li>• other personal water craft riders</li><li>• trees, logs and submerged items</li><li>• climatic, eg, rain, wind, cold/heat</li><li>• flying insects</li><li>• wildlife</li><li>• rocks and reefs</li><li>• bushes</li><li>• set and drift</li><li>• effect of tide and current</li></ul> |
| <b>Safety and repair equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• includes but is not limited to<ul style="list-style-type: none"><li>○ fire extinguisher</li><li>○ tow rope</li><li>○ waterproof torch</li><li>○ first aid kit</li><li>○ flares</li></ul></li></ul>                                                                                                                                                  |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of guiding a personal water craft trip with clients in controlled conditions</li> <li>• 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 personal water craft trips for clients</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>○ conduct personal water craft trips at a number of different locations to suit                   <ul style="list-style-type: none"> <li>▪ different client needs</li> <li>▪ different activity aims</li> <li>▪ different types of client groups</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                  |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROODR005A Guide outdoor recreation sessions or activities</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> <li>○ SROPWC003A Demonstrate advanced skills to ride a personal water craft in moderate to difficult conditions</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SRXGRO003A Provide leadership to groups</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Factual information                   <ul style="list-style-type: none"> <li>▪ types of personal water craft</li> <li>▪ characteristics of different personal water craft</li> <li>▪ types of equipment/technology useful to guiding personal water craft trips</li> </ul> </li> <li>○ Relevant legislation, regulations and access requirements, rules, minimal impact codes of conduct</li> <li>○ Methods/procedures/techniques                   <ul style="list-style-type: none"> <li>▪ operational</li> <li>▪ recording</li> <li>▪ reporting</li> <li>▪ selling</li> <li>▪ merchandising personal water craft trips</li> </ul> </li> <li>○ Safety                   <ul style="list-style-type: none"> <li>▪ hazards</li> <li>▪ precautions</li> <li>▪ hazard prevention/minimisation strategies</li> <li>▪ risk management strategies</li> </ul> </li> <li>○ Personal water craft maintenance/repair</li> <li>○ Communication systems when leading groups</li> <li>○ First aid and emergency procedures appropriate to location</li> <li>○ Location knowledge</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>Required skills               <ul style="list-style-type: none"> <li>Personal water craft riding skills to a high level of technical correctness</li> <li>Use of repair equipment and techniques to undertake repairs</li> <li>Stowing and waterproofing gear</li> <li>Navigation skills</li> <li>Group control whilst guiding personal water craft trips</li> <li>First aid skills appropriate to location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>real clients and real personal water craft riding situations</li> <li>locations suitable for personal water craft riding</li> <li>personal clothing</li> <li>organisation policy and procedures</li> <li>personal water craft</li> <li>food and water</li> <li>repair and safety equipment</li> <li>navigation equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit of competency</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as the differences between groups and situational variances brought about by weather, water conditions 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 personal water craft trip with clients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment, this unit of competency must be assessed whilst guiding personal water craft trips with real clients (not peers)</li> <li>The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in an activity using personal water craft. The assessment should be conducted with adequate risk management and safety processes in place</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collating and evaluating pre-trip information about client abilities and ride aims</li> <li>• <b>Communicating ideas and information</b> - Providing pre-trip safety briefing to clients and directions when hazards are encountered</li> <li>• <b>Planning and organising activities</b> - Planning route, rest stops and resources for personal water craft trip with clients</li> <li>• <b>Working with teams and others</b> - Interacting with other staff (in-field and office) as well as with clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Planning travel times, length of trip, and route</li> <li>• <b>Solving problems</b> - Conducting in-field repairs and dealing with hazards and obstacles</li> <li>• <b>Using technology</b> - Maintaining and servicing personal water craft</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROPWC005A | INSTRUCT THE BASIC SKILLS OF RIDING PERSONAL WATER CRAFT |
| PWC        | Personal Water Craft                                     |

**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 riding personal water craft in controlled conditions using basic skills.

| ELEMENT                                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1 Plan an instructional session for teaching skills to ride personal water craft</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach skills to ride personal water craft</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional session</b>                                                 | 3.1 Communicate the aims of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Conduct an instructional session</b>                                                   | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



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|                                                                                 | <p>4.2 Monitor individual client's performance in instructional activities</p> <p>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment</p> <p>4.4 Ensure instructional activity allows for repetition of skills</p> <p>4.5 Evaluate instructional activities for effectiveness and implement modifications when required</p> <p>4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid <b>hazards</b> in accordance with risk management plan and instructional objectives</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures</p> |
| <b>5 Apply appropriate teaching techniques for an instructional session</b>     | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>6 Teach required knowledge that applies to riding personal water craft</b>   | <p>6.1 Teach required knowledge, rules, ethics, codes of behaviour, points of interest or principles relevant to riding personal water craft and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in personal water craft activities</p> <p>6.3 Identify minimal impact practices appropriate to riding personal water craft, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant signals used whilst participating in personal water craft activities, and determine client level of understanding in their use</p>                                                                                                                                                                                                                                                                                                       |
| <b>7 Teach safety procedures appropriate to a personal water craft activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to riding personal water craft, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to riding personal water craft</p> <p>7.4 Clarify the use and selection of specific <b>repair and emergency response equipment</b> that should be carried, relevant to the level of competency</p> <p>7.5 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>8 Teach personal water craft riding skills</b>                               | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                                    | <p>efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p> <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>9</b></p> <p><b>Communicate further knowledge relevant to personal water craft usage</b></p> | <p>9.1 Inform clients of locations, suitable to their skill level, for riding personal water craft</p> <p>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice</p> <p>9.3 Inform clients of opportunities to further develop their personal skills and knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>10 Conclude and evaluate the instructional session</b></p>                                   | <p>10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion</p> <p>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor</p> <p>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</p> <p>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning</p> <p>10.5 Determine modifications to activities and delivery method(s), based on evaluations</p> <p>10.6 Evaluate the suitability of <b>other related factors</b></p> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal water craft</li> <li>• personal flotation device (PFD)</li> <li>• helmet</li> <li>• safety equipment including First Aid kits</li> <li>• repair equipment</li> <li>• personal equipment <ul style="list-style-type: none"> <li>○ booties</li> <li>○ goggles</li> <li>○ gloves</li> <li>○ wetsuit</li> </ul> </li> </ul>                                                                                                                      |
| <b>Hazards</b>               | <p>[all categories relevant to location]</p> <p>include, but are not limited to</p> <ul style="list-style-type: none"> <li>• other craft and waterways users</li> <li>• vessel wash</li> <li>• restricted waters and bar crossings</li> <li>• trees, logs and submerged items</li> <li>• obstacles, eg, buoys, piers</li> <li>• climatic, eg, rain, wind, cold/heat</li> <li>• flying insects</li> <li>• wildlife</li> <li>• rocks and reefs</li> <li>• set and drift</li> <li>• effect of tide and current</li> </ul> |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                                                                                                                                                                  |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                             |

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|                                                | <ul style="list-style-type: none"> <li>○ suitable location/terrain for teaching of unit(s)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Repair and emergency response equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• tow rope</li> <li>• waterproof torch</li> <li>• first aid kit</li> <li>• flares</li> <li>• fire extinguisher</li> <li>• sandbag anchor</li> </ul>                                                                                                                                                                                                                                                                                                            |
| <b>Sequence</b>                                | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include             <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> <li>○ known to unknown</li> <li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li> <li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li> <li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li> <li>○ orientate, enhance, synthesise</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Critical aspects of evidence</b>       | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an instruction session or program that enables clients to achieve the basic skills to ride personal water craft in controlled conditions</li> <li>• 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 skills to ride personal water craft</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ accurately demonstrate techniques or skills to ride personal water craft</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for riding personal water craft</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above). That is                 <ul style="list-style-type: none"> <li>▪ SROPWC001A Select and maintain a personal water craft</li> <li>▪ SROPWC002A Demonstrate basic skills to ride a personal water craft in controlled conditions</li> <li>▪ MEM50.10EA Respond to boating emergencies and incidents</li> </ul> </li> <li>○ BSZ404A Train small groups</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of personal water craft riding                 <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ transport and/or maritime authorities</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                   | <ul style="list-style-type: none"> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of personal water craft skills</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Repair and maintenance competencies to effectively deal with emergencies whilst instructing personal water craft skills</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Basic personal water craft skills to demonstrate and correct technique</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to : <ul style="list-style-type: none"> <li>○ suitable locations for the conduct of personal water craft skills instructional sessions</li> <li>○ equipment <ul style="list-style-type: none"> <li>▪ personal water craft</li> <li>▪ helmet</li> <li>▪ personal flotation device</li> </ul> </li> <li>○ suitable personal clothing <ul style="list-style-type: none"> <li>▪ wetsuits</li> <li>▪ booties</li> <li>▪ gloves</li> <li>▪ goggles</li> </ul> </li> <li>○ first aid kit</li> <li>○ repair kit</li> <li>○ instructional tools may include <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ Television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit of competency, or preferably, be competent in the unit of competency SROPWC006A Instruct the advanced skills of riding personal water craft</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 basic skills to ride personal water craft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of instructing basic personal water craft riding skills to a range of clients (not peers)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



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|------------|-------------------------------------------------------------|
| SROPWC006A | INSTRUCT THE ADVANCED SKILLS OF RIDING PERSONAL WATER CRAFT |
| PWC        | Personal Water Craft                                        |

**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 riding personal water craft in moderate to difficult conditions using advanced skills.

| ELEMENT                                                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1 Plan an instructional session for teaching advanced skills to ride personal water craft</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach advanced skills to ride personal water craft</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional session</b>                                                          | 3.1 Communicate the aims of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <b>4 Conduct an instructional session</b>                                       | <p>4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities</p> <p>4.2 Monitor individual client's performance in instructional activities</p> <p>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment</p> <p>4.4 Ensure instructional activity allows for repetition of skills</p> <p>4.5 Evaluate instructional activities for effectiveness and implement modifications when required</p> <p>4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid <b>hazards</b> in accordance with risk management plan and instructional objectives</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures</p> |
| <b>5 Apply appropriate teaching techniques for an instructional session</b>     | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>6 Teach required knowledge that applies to riding personal water craft</b>   | <p>6.1 Teach required knowledge, rules, ethics, codes of behaviour, points of interest or principles relevant to riding personal water craft and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in personal water craft activities</p> <p>6.3 Identify minimal impact practices appropriate to riding personal water craft, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant signals used whilst participating in personal water craft activities, and determine client level of understanding in their use</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>7 Teach safety procedures appropriate to a personal water craft activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to riding personal water craft, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to riding personal water craft</p> <p>7.4 Clarify the use and selection of specific <b>repair and emergency response equipment</b> that should be carried, relevant to the level of competency</p> <p>7.5 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>8 Teach personal water craft riding skills</b>                             | 8.1 Explain and demonstrate key points of technique or skill<br>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results<br>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable<br>8.4 Practice skills or techniques and observe clients in order to provide feedback<br>8.5 Assess clients to determine poor or incorrect technique<br>8.6 Provide opportunities for additional practice, where required                                                                                                                                                                                                                                                                                               |
| <b>9 Communicate further knowledge relevant to personal water craft usage</b> | 9.1 Inform clients of locations, suitable to their skill level, for riding personal water craft<br>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>9.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>10 Conclude and evaluate the instructional session</b>                     | 10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion<br>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor<br>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<br>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning<br>10.5 Determine modifications to activities and delivery method(s), based on evaluations<br>10.6 Evaluate the suitability of <b>other related factors</b> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal water craft</li> <li>• personal flotation device (PFD)</li> <li>• helmet</li> <li>• safety equipment including First Aid kits</li> <li>• repair equipment</li> <li>• personal equipment               <ul style="list-style-type: none"> <li>○ booties</li> <li>○ goggles</li> <li>○ gloves</li> <li>○ wetsuit</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Hazards</b>               | <p>[all categories relevant to location]</p> <ul style="list-style-type: none"> <li>• include, but are not limited to               <ul style="list-style-type: none"> <li>○ other craft and waterways users</li> <li>○ vessel wash</li> <li>○ restricted waters and bar crossings</li> <li>○ trees, logs and submerged items</li> <li>○ obstacles, eg, buoys, piers</li> <li>○ climatic, eg, rain, wind, cold/heat</li> <li>○ flying insects</li> <li>○ wildlife</li> <li>○ rocks and reefs</li> <li>○ set and drift</li> <li>○ effect of tide and current</li> <li>○ sea states                   <ul style="list-style-type: none"> <li>▪ bars</li> <li>▪ waves</li> <li>▪ rips</li> <li>▪ high seas</li> <li>▪ tidal surges</li> <li>▪ choppy conditions</li> </ul> </li> </ul> </li> </ul> |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                                    | <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable location/terrain for teaching of unit(s)</li> </ul>                                                                                                                                                                                                                                                                                                                                         |
| <b>Safety and repair equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• tow rope</li> <li>• waterproof torch</li> <li>• first aid kit</li> <li>• flares</li> <li>• fire extinguisher</li> <li>• sandbag anchor</li> </ul>                                                                                                                                                                                                                                                                                                            |
| <b>Sequence</b>                    | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include             <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> <li>○ known to unknown</li> <li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li> <li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li> <li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li> <li>○ orientate, enhance, synthesise</li> </ul> </li> </ul> |

## Evidence Guide

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

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| <b>Critical aspects of evidence</b>       | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an instruction session or program that enables clients to achieve the advanced skills to ride personal water craft in moderate to difficult conditions</li> <li>• 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 skills to ride personal water craft</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ accurately demonstrate techniques or skills to ride personal water craft</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for riding personal water craft</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above). That is                   <ul style="list-style-type: none"> <li>▪ SROPWC003A Demonstrate advanced skills to ride a personal water craft in moderate to difficult conditions</li> </ul> </li> <li>○ BSZ404A Train small groups</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of personal water craft riding                   <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ transport and/or maritime authorities</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of personal</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                   | <p>water craft skills</p> <ul style="list-style-type: none"> <li>• Required skills <ul style="list-style-type: none"> <li>○ Repair and maintenance competencies to effectively deal with emergencies whilst instructing personal water craft skills</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Basic personal water craft skills to demonstrate and correct technique</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to : <ul style="list-style-type: none"> <li>○ suitable locations for the conduct of personal water craft skills instructional sessions</li> <li>○ equipment <ul style="list-style-type: none"> <li>▪ personal water craft</li> <li>▪ helmet</li> <li>▪ personal flotation device</li> </ul> </li> <li>○ suitable personal clothing <ul style="list-style-type: none"> <li>▪ wetsuits</li> <li>▪ booties</li> <li>▪ gloves</li> <li>▪ goggles</li> </ul> </li> <li>○ first aid kit</li> <li>○ repair kit</li> <li>○ instructional tools may include <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ TV</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit of competency</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 advanced skills to ride personal water craft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• For valid and reliable assessment this unit of competency must be assessed in the context of instructing advanced personal water craft riding skills to a range of clients (not peers)</li><li>• 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</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **RAFTING**



## **Contents**

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|            |                                      |
|------------|--------------------------------------|
| SRORAF001B | APPLY RAFTING SKILLS ON MOVING WATER |
| RAF        | Rafting                              |

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

This unit covers the knowledge and skills required to undertake rafting activities and manoeuvre a raft on moving water, up to and including Grade 2 rapids. This unit addresses personal rafting skills and does not address the competencies required to guide clients in rafts. This unit should be assessed using a raft crewed by a group of peers and not by inexperienced novices.

| ELEMENT                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select and use rafting equipment</b>          | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working order<br>1.2 Fit and adjust <b>personal equipment</b> , correctly and ensure suitability to the paddler and the craft<br>1.3 Assess craft for safety and suitability for the activity and is inflated correctly to the required pressure<br>1.4 Select <b>safety and rescue equipment</b> appropriate to the activity location<br>1.5 Waterproof, pack and fasten <b>equipment</b> that is not required on hand in a manner to ensure that it is not lost, damaged or a hindrance |
| <b>2 Plan for the activity</b>                     | 2>2.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>2.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>2.3 Identify an appropriate activity site/location after consideration of <b>statutory and organisational procedures</b> , where applicable, and <b>contextual issues</b> relating to the activity<br>2.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                               |
| <b>3 Launch, land and secure a raft</b>            | 3.1 Place raft in the water in a manner that minimises damage and environmental impact and is secured<br>3.2 Arrange seating positions that are appropriate to the size and abilities of the other paddlers<br>3.3 Select a safe landing site with ease of access to the river bank and secure the raft                                                                                                                                                                                                                                                                                                      |
| <b>4 Control the raft in moving water</b>          | 4.1 Demonstrate a range of <b>strokes</b> and paddling <b>manoeuvres</b> to break into and out of eddies and travel downstream and upstream<br>4.2 Demonstrate the ability to cross a current when facing upstream and downstream<br>4.3 Negotiate or avoid <b>hazards</b> using a combination of <b>strokes</b> and <b>manoeuvres</b><br>4.4 Maintain <b>communication</b> with other rafts, and with other paddlers within the raft                                                                                                                                                                        |
| <b>5 Plan and run a route through moving water</b> | 5.1 Scout sections of moving water to identify <b>hydrological features</b> , <b>hazards</b> and impediments<br>5.2 Assess <b>hazards</b> and <b>hydrological features</b> and evaluate options<br>5.3 Communicate the selected route to the crew and other craft<br>5.4 Determine safety stations and staff, where necessary, with other paddlers with throwbags and the necessary experience in their use<br>5.5 Demonstrate the navigation of the preferred route, using a range of <b>strokes</b>                                                                                                        |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | and paddling <i>manoeuvres</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>6 Apply navigation skills</b>  | 2>6.1 Demonstrate navigation skills to determine location and follow planned route/course during the activity                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>7 Apply capsize procedures</b> | <p>7.1 Maintain the appropriate body position in the water to minimise injury or entrapment and apply defensive and aggressive swimming techniques if necessary</p> <p>7.2 Maintain a position upstream of the raft and recover paddles, where possible</p> <p>7.3 Perform self or assisted rescue in an efficient and timely manner and demonstrate effective use of a throw bag, as a rescuer and rescuee</p> <p>7.4 Perform a head count to ensure that all persons have been accounted for</p> <p>7.5 Demonstrate the technique to right a flipped raft</p> |

## Range Statements

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

| RANGE STATEMENT          | CATEGORIES                                                                                                                                                                                                                                                                                                |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• whistles</li> <li>• verbal</li> <li>• hand and paddle signals</li> <li>• mobile phones</li> <li>• radio</li> </ul>                                                                                                                              |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• season</li> <li>• weather</li> <li>• type of raft</li> <li>• length of trip</li> <li>• participant abilities</li> <li>• river water level</li> <li>• group size</li> <li>• transport</li> <li>• likely escape/evacuation routes</li> </ul>      |
| <b>Equipment</b>         | [all categories] <ul style="list-style-type: none"> <li>• rafts</li> <li>• paddles</li> <li>• helmets</li> <li>• bailing system</li> <li>• catering</li> <li>• navigation equipment</li> <li>• repair kit</li> <li>• safety equipment</li> <li>• personal items and equipment</li> <li>• ropes</li> </ul> |
| <b>Hazards</b>           | [all categories] <ul style="list-style-type: none"> <li>• stoppers</li> <li>• strainers</li> <li>• holes</li> <li>• rocks</li> <li>• waterfalls</li> <li>• manmade objects</li> <li>• weirs</li> <li>• sieves</li> <li>• undercuts</li> </ul>                                                             |



|                                     |                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>snags</li> </ul>                                                                                                                                                                                                                                                                                                    |
| <b>Hydrological features</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>rapid</li> <li>pool</li> <li>eddy</li> <li>eddy line</li> <li>current</li> <li>holes</li> <li>weir stoppers</li> <li>boils</li> <li>standing waves</li> <li>wrap rocks</li> <li>sieves</li> <li>undercuts</li> <li>strainers</li> </ul>                                                     |
| <b>Manoeuvres</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>forward and reverse ferry glides</li> <li>breaking in and out of eddies</li> <li>eddy hopping</li> <li>weight shifting (overs)</li> </ul>                                                                                                                                                   |
| <b>Personal equipment</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>clothing</li> <li>personal flotation devices (PFD)</li> <li>footwear</li> <li>helmets</li> </ul>                                                                                                                                                                                            |
| <b>Safety and rescue equipment</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>pumps</li> <li>bailers</li> <li>repair kits</li> <li>first aid</li> <li>ropes</li> <li>karabiners</li> <li>Prusik loops</li> <li>pulleys</li> <li>tape slings</li> <li>throwbags</li> <li>knife</li> <li>flip line</li> <li>whistle</li> <li>spare valves</li> <li>spare paddles</li> </ul> |
| <b>Statutory and organisational</b> | <p>[all categories]</p>                                                                                                                                                                                                                                                                                                                                    |

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| <b>procedures</b> | <ul style="list-style-type: none"><li>• includes<ul style="list-style-type: none"><li>○ permits from land management authorities</li><li>○ authority/permission from landowners</li><li>○ documented operating procedures and company/enterprise policies</li></ul></li></ul> |
| <b>Strokes</b>    | [all categories] <ul style="list-style-type: none"><li>• forwards</li><li>• backwards</li><li>• draws</li><li>• sweeps</li><li>• prys</li><li>• turns</li></ul>                                                                                                               |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hydrology and how hazards are affected by different water levels and flow rates in the workplace</li> <li>Assessment of performance should be over a minimum of two (2) trips with varying conditions covering the prescribed number of categories from the Range Statements. Assessment should only take place after a number of training trips over a period of time in order to establish experience</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>apply knowledge of hydrology to manoeuvre the raft on moving water</li> <li>consistently negotiate rapids with adequate control, i.e., without flipping, wrapping or side-ons</li> <li>perform strokes effectively and efficiently on fast currents</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROWWR001B Apply self rescue skills in white water</li> <li>SROOPS001B Implement minimal environmental impact practices</li> <li>SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Raft designs, material and construction types and repair techniques</li> <li>Selection and use of rafting equipment</li> <li>Selection and use of rescue equipment</li> <li>Knots used to secure raft and perform rescues</li> <li>Hydrology and river features</li> <li>Defensive and aggressive swimming techniques</li> <li>Medical problems commonly encountered whilst rafting</li> <li>Local conditions and affect of changes in gradient and volume on Water dynamics</li> <li>International river grading system</li> <li>Effect of river levels and dam feed releases (top or bottom)</li> <li>Marine Service Board and Marine Board Code of practice</li> <li>Other legislative requirements (National parks, Forestry, Occupational Health and Safety)</li> <li>Minimum impact code</li> <li>Signalling techniques</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>River reading skills</li> <li>Defensive and aggressive swimming</li> <li>First aid skills appropriate to the location and level of responsibility</li> <li>Raft handling skills</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>real work group situations with peers</li> <li>suitable inland rivers with moving water, up to and including Grade 2 rapids</li> <li>raft</li> <li>paddles</li> <li>personal flotation device (PFD)</li> <li>helmets</li> <li>first aid kit</li> <li>rescue equipment</li> <li>food and water</li> <li>repair kit</li> <li>navigation equipment</li> <li>suitable clothing for the conditions</li> <li>throwbag</li> </ul> </li> <li>Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>be competent in the unit SRORAF002B Apply rafting skills on grade 3 rapids)</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as differing rivers and river levels, this unit of competency must be assessed over a minimum of two (2) trips on differing conditions and/or rivers of Grade 2 standard in order to ensure consistency of performance over the Range Statements and contexts applicable to hazards, manoeuvres and river features. Assessment should only take place after a number of training trips over a period of time in order to establish experience</li> <li>Competence in this unit must be assessed over a period of time on a number of different rivers and/or parts of a river and/or at different water levels and flow rates in order to ensure consistency of performance over the Range Statements, hazards and contexts applicable to rafting on moving water, up to and including grade 2 rapids</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment this unit of competency must be assessed in the context of a rafting activity with rafting peers forming the crew and should be conducted on a Grade 2 river</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| KEY 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                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Accessing meteorological information to determine weather</li> <li>• <b>Communicating ideas and information</b> - Communicating paddling instructions to crew</li> <li>• <b>Planning and organising activities</b> - Planning sequence of "drills" to familiarise crew</li> <li>• <b>Working with teams and others</b> - Working with crew to manoeuvre raft</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating adequate angle for successful "ferry glides"</li> <li>• <b>Solving problems</b> - Recovering crew from a flipped raft</li> <li>• <b>Using technology</b> - Obtaining river information via internet</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                        |
|------------|----------------------------------------|
| SRORAF002B | APPLY RAFTING SKILLS ON GRADE 3 RAPIDS |
| RAF        | Rafting                                |

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

This unit covers the knowledge and skills required to undertake rafting activities and manoeuvre a raft in Grade 3 rapids. This unit addresses personal rafting skills and does not address the competencies required to guide clients in rafts. This unit should be assessed using a raft crewed by group of peers and not by inexperienced novices.

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select and use rafting equipment</b>     | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working order<br>1.2 Fit and adjust <b>personal equipment</b> and ensure suitability to the paddler and the craft<br>1.3 Assess craft for safety and suitability for the activity and inflate correctly to the required pressure<br>1.4 Select <b>safety and rescue equipment</b> appropriate to the activity location<br>1.5 Pack and waterproof <b>equipment</b> that is not required on hand and fasten in a manner to ensure that it is not lost, damaged or a hindrance |
| <b>2 Plan for the activity</b>                | 2>2.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>2.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>2.3 Identify an appropriate activity site/location after consideration of <b>statutory and organisational procedures</b> , where applicable, and <b>contextual issues</b> relating to the activity<br>2.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                  |
| <b>3 Launch, land and secure a raft</b>       | 3.1 Place raft in the water in a manner that minimises damage and environmental impact and is secured<br>3.2 Arrange seating positions that are appropriate to the size and abilities of the other paddlers<br>3.3 Select a safe landing site with ease of access to the river bank and secure the raft                                                                                                                                                                                                                                                                                         |
| <b>4 Control the raft in moving water</b>     | 4.1 Demonstrate a range of <b>strokes</b> and paddling <b>manoeuvres</b> to break into and out of eddies and travel downstream and upstream<br>4.2 Demonstrate the ability to cross a current when facing upstream and downstream<br>4.3 Negotiate or avoid <b>hazards</b> using a combination of <b>strokes</b> and <b>manoeuvres</b><br>4.4 Maintain <b>communication</b> with other rafts, and with other paddlers within the raft                                                                                                                                                           |
| <b>5 Plan and run a route through a rapid</b> | 5.1 Scout sections of moving water to identify <b>hydrological features</b> , <b>hazards</b> and impediments<br>5.2 Assess <b>hazards</b> and <b>hydrological features</b> and evaluate options<br>5.3 Communicate the selected route to the crew and other craft<br>5.4 Determine safety stations and man, where necessary, with other paddlers with throwbags and the necessary experience in their use<br>5.5 Demonstrate the navigation of the preferred route, using a range of <b>strokes</b>                                                                                             |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                   | and paddling <i>manoeuvres</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>6 Apply navigation skills</b>  | 2>6.1 Demonstrate navigation skills to determine location and follow planned route/course during the activity                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>7 Apply capsize procedures</b> | <p>7.1 Maintain the appropriate body position in the water to minimise injury or entrapment and apply defensive and aggressive swimming techniques if necessary</p> <p>7.2 Maintain a position upstream of the raft and recover paddles, where possible</p> <p>7.3 Perform self or assisted rescue in an efficient and timely manner and demonstrate effective use of a throw bag, as a rescuer and rescuee</p> <p>7.4 Perform a head count to ensure that all persons have been accounted for</p> <p>7.5 Demonstrate the technique to right a flipped raft</p> |

## Range Statements

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

| RANGE STATEMENT          | CATEGORIES                                                                                                                                                                                                                                                                                                |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• whistles</li> <li>• verbal</li> <li>• hand signals</li> <li>• mobile phones</li> <li>• radio</li> </ul>                                                                                                                                         |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• season</li> <li>• weather</li> <li>• type of raft</li> <li>• length of trip</li> <li>• participant abilities</li> <li>• transport</li> <li>• river water level</li> <li>• group size</li> <li>• likely escape/evacuation routes</li> </ul>      |
| <b>Equipment</b>         | [all categories] <ul style="list-style-type: none"> <li>• rafts</li> <li>• paddles</li> <li>• helmets</li> <li>• bailing system</li> <li>• catering</li> <li>• repair kit</li> <li>• safety equipment</li> <li>• navigation equipment</li> <li>• personal items and equipment</li> <li>• ropes</li> </ul> |
| <b>Hazards</b>           | [all categories] <ul style="list-style-type: none"> <li>• stoppers</li> <li>• strainers</li> <li>• holes</li> <li>• rocks</li> <li>• waterfalls</li> <li>• weirs</li> <li>• sieves</li> <li>• undercuts</li> </ul>                                                                                        |



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|                                    | <ul style="list-style-type: none"> <li>snags</li> </ul>                                                                                                                                                                                                                                                                                                    |
| <b>Hydrological features</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>rapid</li> <li>pool</li> <li>eddy</li> <li>eddy line</li> <li>current</li> <li>holes</li> <li>weir stoppers</li> <li>manmade objects</li> <li>boils</li> <li>standing waves</li> <li>wrap rocks</li> <li>sieves</li> <li>undercuts</li> <li>strainers</li> </ul>                            |
| <b>Manoeuvres</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>forward and reverse ferry glides</li> <li>breaking in and out of eddies</li> <li>eddy hopping</li> <li>weight shifting (overs)</li> </ul>                                                                                                                                                   |
| <b>Personal equipment</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>clothing</li> <li>personal flotation devices (PFD's)</li> <li>footwear</li> <li>helmets</li> </ul>                                                                                                                                                                                          |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>pumps</li> <li>bailers</li> <li>repair kits</li> <li>first aid</li> <li>ropes</li> <li>karabiners</li> <li>Prusik loops</li> <li>tape slings</li> <li>pulleys</li> <li>throwbags</li> <li>knife</li> <li>flip line</li> <li>whistle</li> <li>spare valves</li> <li>spare paddles</li> </ul> |

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| <b>Statutory and organisational procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• includes<ul style="list-style-type: none"><li>○ permits from land management authorities</li><li>○ authority/permission from landowners</li><li>○ documented operating procedures and company/enterprise policies</li></ul></li></ul> |
| <b>Strokes</b>                                 | <p>[all categories]</p> <ul style="list-style-type: none"><li>• forwards</li><li>• backwards</li><li>• draws</li><li>• sweeps</li><li>• prys</li><li>• turns</li></ul>                                                                                                                                |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hydrology and how hazards are affected by different water levels and flow rates in the workplace</li> <li>Assessment of performance should be over a minimum of two (2) trips with varying conditions covering the prescribed number of categories from the Range Statements. Assessment should only take place after a number of training trips over a period of time in order to establish experience</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>apply knowledge of hydrology to manoeuvre the raft within the confines of Grade 3 water</li> <li>consistently negotiate rapids with adequate control, i.e., without flipping, wrapping or side-ons</li> <li>perform strokes effectively and efficiently on fast currents and in grade 3 rapids</li> </ul> </li> </ul>                                                                                                                                                                                                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SRORAF001B Apply rafting skills on moving water</li> <li>SROOPS002B Plan for minimal environmental impact</li> <li>SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROWWR002B Perform white water rescues and recoveries</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Raft designs, material and construction types and repair techniques</li> <li>Selection and use of rafting equipment</li> <li>Selection and use of rescue equipment</li> <li>Knots used to secure raft and perform rescues</li> <li>Hydrology and river features</li> <li>Defensive and aggressive swimming techniques</li> <li>Medical problems commonly encountered whilst rafting</li> <li>Local conditions and affect of changes in gradient and volume on Water dynamics</li> <li>International river grading system</li> <li>Effect of river levels and dam feed releases (top or bottom)</li> <li>Marine Service Board and Marine Board Code of practice</li> <li>Other legislative requirements (National parks, Forestry, Occupational Health and Safety)</li> <li>Minimum impact code</li> <li>Signalling techniques</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Defensive and aggressive swimming</li> <li>River reading</li> <li>First aid skills appropriate to the location and level of responsibility</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>○ Raft handling skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ real work group situations with peers</li> <li>○ suitable inland rivers with Grade 3 rapids</li> <li>○ raft</li> <li>○ pump</li> <li>○ paddles or oar rig</li> <li>○ personal flotation device (PFD)</li> <li>○ helmet</li> <li>○ first aid kit</li> <li>○ throwbag</li> <li>○ repair kit</li> <li>○ rescue equipment</li> <li>○ navigation equipment</li> <li>○ suitable clothing for the conditions</li> <li>○ food and water</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SRORAF003B Apply rafting skills on grade 4 rapids</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as differing rivers and river levels, this unit of competency must be assessed over a minimum of two (2) trips on differing conditions and/or rivers of Grade 3 standard in order to ensure consistency of performance over the Range Statements and contexts applicable to hazards, manoeuvres and river features. Assessment should only take place after a number of training trips over a period of time in order to establish experience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a rafting activity with rafting peers forming the crew and must be conducted on a Grade 3 river</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| KEY 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                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Accessing meteorological information to determine weather</li> <li>• <b>Communicating ideas and information</b> - Communicating paddling instructions to crew</li> <li>• <b>Planning and organising activities</b> - Planning sequence of "drills" to familiarise crew</li> <li>• <b>Working with teams and others</b> - Working with crew to manoeuvre raft</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating adequate angle for successful "Ferry glides"</li> <li>• <b>Solving problems</b> - Recovering crew from water after a raft flip</li> <li>• <b>Using technology</b> - Obtaining river level information via internet</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                        |
|------------|----------------------------------------|
| SRORAF003B | APPLY RAFTING SKILLS ON GRADE 4 RAPIDS |
|            |                                        |
| RAF        | Rafting                                |

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

This unit covers the knowledge and skills required to undertake rafting activities and manoeuvre a raft on Grade 4 rapids. This unit addresses personal rafting skills and does not address the competencies required to guide clients in rafts. This unit must be assessed using a raft crewed by a group of peers and not by inexperienced novices.

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select and use rafting equipment</b>     | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working order<br>1.2 Fit and adjust <b>personal equipment</b> and ensure suitability to the paddler and the craft<br>1.3 Assess craft for safety and suitability for the activity and inflate correctly to the required pressure<br>1.4 Select <b>safety and rescue equipment</b> appropriate to the activity location<br>1.5 Pack and waterproof <b>equipment</b> that is not required on hand and fasten in a manner to ensure that it is not lost, damaged or a hindrance |
| <b>2 Plan for the activity</b>                | 2>2.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>2.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>2.3 Identify an appropriate activity site/location after consideration of <b>statutory and organisational procedures</b> , where applicable, and <b>contextual issues</b> relating to the activity<br>2.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                  |
| <b>3 Launch, land and secure a raft</b>       | 3.1 Place raft in the water in a manner that minimises damage and environmental impact and is secured<br>3.2 Arrange seating positions that are appropriate to the size and abilities of the other paddlers<br>3.3 Select a safe landing site with ease of access to the river bank and secure the raft                                                                                                                                                                                                                                                                                         |
| <b>4 Control the raft in moving water</b>     | 4.1 Demonstrate a range of <b>strokes</b> and paddling <b>manoeuvres</b> to break into and out of eddies and travel downstream and upstream<br>4.2 Demonstrate the ability to cross a current when facing upstream and downstream<br>4.3 Negotiate or avoid <b>hazards</b> using a combination of <b>strokes</b> and <b>manoeuvres</b><br>4.4 Maintain <b>communication</b> with other rafts, and with other paddlers within the raft                                                                                                                                                           |
| <b>5 Plan and run a route through a rapid</b> | 5.1 Scout sections of moving water to identify <b>hydrological features</b> , <b>hazards</b> and impediments<br>5.2 Assess <b>hazards</b> and <b>hydrological features</b> and evaluate options<br>5.3 Use appropriate <b>communication</b> to inform the crew and other craft of the selected route<br>5.4 Determine safety stations and man, where necessary, with other paddlers with throwbags and the necessary experience in their use                                                                                                                                                    |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                   | 5.5 Demonstrate the navigation of the preferred route                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>6 Apply navigation skills</b>  | 2>6.1 Demonstrate navigation skills to determine location and follow planned route/course during the activity                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>7 Apply capsize procedures</b> | <p>7.1 Maintain the appropriate body position in the water to minimise injury or entrapment and apply defensive and aggressive swimming techniques if necessary</p> <p>7.2 Maintain a position upstream of the raft and recover paddles, where possible</p> <p>7.3 Perform self or assisted rescue in an efficient and timely manner and demonstrate effective use of a throw bag, as a rescuer and rescuee</p> <p>7.4 Perform a head count to ensure that all persons have been accounted for</p> <p>7.5 Demonstrate the technique to right a flipped raft</p> |

## Range Statements

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

| RANGE STATEMENT          | CATEGORIES                                                                                                                                                                                                                                                                                                |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• whistles</li> <li>• verbal</li> <li>• hand signals</li> <li>• mobile phones</li> <li>• radio</li> </ul>                                                                                                                                         |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• season</li> <li>• weather</li> <li>• type of raft</li> <li>• length of trip</li> <li>• participant abilities</li> <li>• transport</li> <li>• river water level</li> <li>• group size</li> <li>• likely escape/evacuation routes</li> </ul>      |
| <b>Equipment</b>         | [all categories] <ul style="list-style-type: none"> <li>• rafts</li> <li>• paddles</li> <li>• helmets</li> <li>• bailing system</li> <li>• catering</li> <li>• repair kit</li> <li>• safety equipment</li> <li>• navigation equipment</li> <li>• personal items and equipment</li> <li>• ropes</li> </ul> |
| <b>Hazards</b>           | [all categories] <ul style="list-style-type: none"> <li>• stoppers</li> <li>• strainers</li> <li>• holes</li> <li>• rocks</li> <li>• waterfalls</li> <li>• weirs</li> <li>• sieves</li> <li>• undercuts</li> <li>• snags</li> </ul>                                                                       |



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|                                    | <ul style="list-style-type: none"> <li>man-made structures, eg, weir, bridge pylon, etc</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Hydrological features</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>rapid</li> <li>pool</li> <li>eddy</li> <li>eddy line</li> <li>current</li> <li>holes</li> <li>weir stoppers</li> <li>manmade objects</li> <li>boils</li> <li>standing waves</li> <li>wrap rocks</li> <li>sieves</li> <li>undercuts</li> <li>strainers</li> </ul>                            |
| <b>Manoeuvres</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>forward and reverse ferry glides</li> <li>breaking in and out of eddies</li> <li>eddy hopping</li> <li>weight shifting (overs)</li> </ul>                                                                                                                                                   |
| <b>Personal equipment</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>clothing</li> <li>personal flotation devices (PFD's)</li> <li>footwear</li> <li>helmets</li> </ul>                                                                                                                                                                                          |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>pumps</li> <li>bailers</li> <li>repair kits</li> <li>first aid</li> <li>ropes</li> <li>karabiners</li> <li>Prusik loops</li> <li>pulleys</li> <li>tape slings</li> <li>throwbags</li> <li>knife</li> <li>flip line</li> <li>whistle</li> <li>spare valves</li> <li>spare paddles</li> </ul> |

|                                                |                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Statutory and organisational procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• includes<ul style="list-style-type: none"><li>○ permits from land management authorities</li><li>○ authority/permission from landowners</li><li>○ documented operating procedures and company/enterprise policies</li></ul></li></ul> |
| <b>Strokes</b>                                 | <p>[all categories]</p> <ul style="list-style-type: none"><li>• forwards</li><li>• backwards</li><li>• draws</li><li>• sweeps</li><li>• prys</li><li>• turns</li></ul>                                                                                                                                |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of hydrology and how hazards are affected by different water levels and flow rates in the workplace</li> <li>• Assessment of performance should be over a minimum of two (2) trips with varying conditions covering the prescribed number of categories from the Range Statements. Assessment should only take place after a number of training trips over a period of time in order to establish experience</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of hydrology to manoeuvre the raft within the confines of Grade 4 water</li> <li>○ consistently negotiate rapids with adequate control, i.e., without flipping, wrapping or side-ons</li> <li>○ perform strokes effectively and efficiently on fast currents and in grade 4 rapids</li> </ul> </li> </ul>                                                                                                                                                                                                                                                       |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SRORAF002B Apply rafting skills on Grade 3 rapids</li> <li>○ SROWWR002B Perform white water rescues and recoveries</li> <li>○ SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROWWR003B Perform a comprehensive range of white water rescues and recoveries</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Raft designs, material and construction types and repair techniques</li> <li>○ Selection and use of rafting equipment</li> <li>○ Selection and use of rescue equipment</li> <li>○ Knots used to secure raft and perform rescues</li> <li>○ Hydrology and river features</li> <li>○ Defensive and aggressive swimming techniques</li> <li>○ Medical problems commonly encountered whilst rafting</li> <li>○ Local conditions and affect of changes in gradient and volume on Water dynamics</li> <li>○ International river grading system</li> <li>○ Effect of river levels and dam feed releases (top or bottom)</li> <li>○ Marine Service Board and Marine Board Code of practice</li> <li>○ Other legislative requirements (National parks, Forestry, Occupational Health and Safety)</li> <li>○ Minimum impact code</li> <li>○ Signalling techniques</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Defensive and aggressive swimming</li> <li>○ River reading</li> <li>○ First aid skills appropriate to the location and level of responsibility</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>○ Raft handling skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ real work group situations with peers</li> <li>○ access to suitable inland rivers with Grade 4 rapids</li> <li>○ raft</li> <li>○ pump</li> <li>○ paddle or oar rig</li> <li>○ personal flotation device (PFD)</li> <li>○ helmets</li> <li>○ suitable clothing for the conditions</li> <li>○ throwbag</li> <li>○ rescue equipment</li> <li>○ navigation equipment</li> <li>○ repair kit</li> <li>○ first aid kit</li> <li>○ food and water</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as differing rivers and river levels, this unit of competency must be assessed over a minimum of two (2) trips on differing conditions and/or rivers of Grade 4 standard in order to ensure consistency of performance over the Range Statements and contexts applicable to hazards, manoeuvres and river features</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a rafting activity with rafting peers forming the crew and should be conducted on a Grade 4 river</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
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| 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              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding river, hazards, access points and water levels</li> <li>• <b>Communicating ideas and information</b> - Scouting a rapid with crew and discussing proposed route</li> <li>• <b>Planning and organising activities</b> - Planning sequence of "drills" to familiarise crew</li> <li>• <b>Working with teams and others</b> - Working with crew to manoeuvre raft</li> <li>• <b>Using mathematical ideas and techniques</b> - Determining best strength to weight ratio of crew for raft</li> <li>• <b>Solving problems</b> - Rescuing a "pinned" raft from a rapid</li> <li>• <b>Using technology</b> - Obtaining river level information via internet</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SRORAF004A | GUIDE CLIENTS ON RAFT TRIPS |
|            |                             |
| RAF        | Rafting                     |

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

This unit covers the knowledge and skills required to instruct people in raft handling and river procedures; demonstrate technical raft guiding skills; demonstrate river running skills with clients; practice risk management on guided rafting trips and provide customer service to rafting clients whilst under the supervision of an experienced trip leader.

| ELEMENT                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>1 Instruct clients in raft handling and river procedures</b> | 1.1 Brief clients in the use and wearing of <b>safety equipment</b> according to company operational plans<br>1.2 Ensure verbal instructions and visual demonstrations match <b>assessment</b> of clients' requirements<br>1.3 Give raft handling instructions to ensure majority of clients in raft contribute positively to the paddling and <b>control of the raft</b><br>1.4 Ensure instruction and briefing given give clients understanding of the river difficulty, type of rapids, length of trip, <b>river hazards</b> , weather conditions and <b>potential risks</b> involved<br>1.5 Communicate instruction which provides an overview of the company's self-rescue techniques, with the actions required of a rafting client in simple terms |
| <b>2 Demonstrate technical raft guiding skills</b>              | 2.1 Execute ferry glides and ensure ferry glides move the raft laterally to the nominated positions in the river<br>2.2 Demonstrate raft control which allows eddies to be entered, raft stopped in eddies, and eddies to be exited within rapids of Grade 3 or above<br>2.3 Manage portages and raft linings to avoid sections of rapid and maintain safety of raft and clients during the portage<br>2.4 Demonstrate river signals to accurately describe actions required and reflect standard river signalling practice<br>2.5 Adhere to convoying on rapids and flat water according to company operational plans and trip leader requirements for the raft trip                                                                                     |
| <b>3 Demonstrate river running skills with clients</b>          | 3.1 Seat clients to maximise raft stability, to utilise clients' physical abilities, and take into account clients' mental and emotional states<br>3.2 Select a line through rapids using river knowledge to maximise client safety and enjoyment<br>3.3 Ensure that river interpretation takes into account portaging decisions and/or shore based safety back-up for individual rapids and that they match river conditions, client requirements and company operational plans<br>3.4 Guide's commands and paddling ensure raft and clients are off-river within company schedule requirements                                                                                                                                                          |
| <b>4 Practice risk management on guided rafting trips</b>       | 4.1 Guide behaviour does not jeopardise the safety of clients or anyone else and matches company standards<br>4.2 Deal with inappropriate behaviour in others so that the behaviour is resolved without affecting the clients' enjoyment of the trip<br>4.3 Maintain safety of clients, raft and equipment at all times<br>4.4 Carry and/or store raft guide and company <b>safety equipment</b> on the the raft and use according to industry standards and company operational plans<br>4.5 Conduct raft repairs with temporary or permanent patching and the raft is re-inflated so that it would be capable of completing a rafting trip<br>4.6 Monitor river, weather and client conditions for potential hazards, and take                          |

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|                                                      | <p>actions accordingly to company operational plans and legislative requirements to avoid identified hazards</p> <p>4.7 Rationalise and communicate priorities clearly in emergency situations, and match actions to the company's emergency operational plans</p> <p>4.8 Make trip reports to management according to company operational plans</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>5 Provide customer service to rafting clients</b> | <p>5.1 Identify clients' need for individual <b>assistance</b> and provide <b>assistance</b> to enhance the clients' experience of the rafting trip</p> <p>5.2 Answer clients' questions to the clients' satisfaction</p> <p>5.3 Warn clients about <b>minor hazards</b> that could affect their comfort and enjoyment of the rafting trip and advise of actions they can take to avoid these <b>minor hazards</b></p> <p>5.4 Enhance the clients' experience of the rafting trip by means of <b>guide commentary</b></p> <p>5.5 Manage the raft and instruct clients so that contact with other river users does not impact negatively on the client's enjoyment of the rafting trip</p> <p>5.6 Address problems that occur for clients within the full capabilities of the time and resources available to the guide and follow up on return to the rafting base</p> <p>5.7 Handle complaints on the spot and to the customers' satisfaction or customers are passed on to organisation staff responsible for handling complaints</p> |

## Range Statements

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

| RANGE STATEMENT            | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Assessment</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>abilities</li> <li>strengths and weaknesses</li> <li>physical and mental state</li> <li>medical conditions</li> <li>language skills</li> <li>confidence</li> <li>body language</li> </ul>                                                                                                                                                                                                                                                                                    |
| <b>Assistance</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may include but is not limited to               <ul style="list-style-type: none"> <li>assistance with individual fit or comfort of equipment or clothing</li> <li>waterproof storage of cameras</li> <li>taking of photos for clients</li> <li>securing of spectacles/sunglasses for clients</li> <li>handling of client valuables</li> <li>individual client understanding of instructions</li> <li>individual requirements for seating on the raft</li> </ul> </li> </ul> |
| <b>Control of the raft</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>weight distribution</li> <li>turns</li> <li>forwards and backward paddling</li> <li>overs</li> <li>holding on</li> <li>getting down</li> <li>sitting in the raft</li> <li>staying in the raft</li> </ul>                                                                                                                                                                                                                                                                     |
| <b>Guide commentary</b>    | <p>[four categories]</p> <ul style="list-style-type: none"> <li>may include but is not limited to               <ul style="list-style-type: none"> <li>information about                   <ul style="list-style-type: none"> <li>upcoming rapids</li> <li>upcoming points for breaks</li> <li>flora and fauna</li> <li>natural features</li> <li>natural history</li> <li>cultural history and significance</li> </ul> </li> </ul> </li> </ul>                                                                                             |



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| <b>Minor hazards</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but not limited to             <ul style="list-style-type: none"> <li>○ stinging nettle</li> <li>○ sunburn</li> <li>○ poor quality water for drinking</li> <li>○ inappropriate jewellery</li> </ul> </li> </ul> |
| <b>Potential risks</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• flips</li> <li>• wraps</li> <li>• entrapments</li> </ul>                                                                                                                                                                    |
| <b>River hazards</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• holes</li> <li>• strainers</li> <li>• rocks</li> <li>• waves</li> <li>• manmade objects</li> </ul>                                                                                                                          |
| <b>Safety equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• helmets</li> <li>• personal flotation device (PFD)</li> <li>• wetsuits or clothing</li> <li>• footwear</li> </ul>                                                                                                           |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of hydrology, rafting skills and customer handling</li> <li>• Assessment of performance should be over a minimum of two (2) trips with varying conditions covering the prescribed number of categories from the Range Statements. Assessment should only take place after a number of training trips over a period of time in order to establish experience under the direct supervision of an experienced rafting guide</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of hydrology to manoeuvre the raft</li> <li>○ consistently negotiate rapids with adequate control, i.e., without flipping, wrapping or side-ons</li> <li>○ perform strokes effectively and efficiently on fast currents and rapids</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROWWR002B Perform white water rescues and recoveries</li> <li>○ SRORAF002B Apply rafting skills on Grade 3 rapids</li> <li>○ SROODR005A Guide outdoor recreation sessions</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS006B Use and maintain a temporary or overnight site</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Raft designs, material and construction types and repair techniques to maintain equipment in operational order</li> <li>○ Selection and use of rafting equipment to determine suitable equipment for specific client groups</li> <li>○ Selection and use of rescue equipment for retrieval of any persons or equipment</li> <li>○ Knots used to secure raft and perform rescues for maximum strength and safety</li> <li>○ Hydrology and river features to determine hazards</li> <li>○ Defensive and aggressive swimming techniques for self and to advise to clients</li> <li>○ Medical problems commonly encountered whilst rafting in order to treat and conditions encountered</li> <li>○ Local conditions and effect of changes in gradient and volume on water dynamics to determine safe operating conditions</li> <li>○ International river grading system to describe conditions to other rafts</li> <li>○ Effect of river levels and dam feed releases (top or bottom)</li> <li>○ Marine Service Board and Marine Board Code of practice to operated within acknowledged safe practices</li> <li>○ Other legislative requirements (National parks, Forestry, Occupational Health and Safety) in order to conform with legislation</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>○ Minimum impact code to care and protect the environment</li> <li>○ Signalling techniques in order to communicate whilst on the river</li> <li>○ Location specific knowledge to be able to provide a safe and informative trip</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Defensive and aggressive swimming to use if parted from raft</li> <li>○ First aid skills appropriate to the location and level of responsibility</li> <li>○ Raft handling skills to safely manoeuvre raft</li> <li>○ River reading skills to determine safe lines and routes through rapids</li> <li>○ River rescue techniques to extract people and/or equipment from river</li> <li>○ Communication skills in dealing with clients</li> <li>○ Client handling skills to handle any conflict whilst on a trip</li> <li>○ Throwbag skills to recover a swimmer</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ suitable inland rivers with rapids</li> <li>○ rescue equipment</li> <li>○ navigation equipment</li> <li>○ food and water requirements</li> <li>○ suitable clothing for the conditions</li> <li>○ organisation operational plans</li> <li>○ raft</li> <li>○ paddle or oar rig</li> <li>○ helmets</li> <li>○ personal flotation device (PFD)</li> <li>○ first aid kit</li> <li>○ throwbag</li> <li>○ repair kit</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit SRORAF005B</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as differing rivers and river levels, this unit of competency must be assessed over a minimum of two (2) trips on differing conditions and/or rivers of up to Grade 4 standard with real clients in order to ensure consistency of performance over the Range Statements and contexts applicable to hazards, manoeuvres and river features. Assessment should only take place after a number of training trips over a period of time in order to establish experience under the direct supervision of an experienced rafting guide</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for</b>                | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>assessment</b> | <p>assessed in the context of a rafting activity and must be conducted on rivers up to Grade 4 with clients (not peers)</p> <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding river, hazards, access points and water levels</li> <li>• <b>Communicating ideas and information</b> - Scouting a rapid with crew and discussing proposed route</li> <li>• <b>Planning and organising activities</b> - Planning sequence of "drills" to familiarise crew</li> <li>• <b>Working with teams and others</b> - Working with crew to manoeuvre raft in rapids</li> <li>• <b>Using mathematical ideas and techniques</b> - Determining best strength to weight ratio of crew for raft</li> <li>• <b>Solving problems</b> - Recovering a "pinned" raft from a rapid</li> <li>• <b>Using technology</b> - Obtaining river level information via internet</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                        |
|------------|--------------------------------------------------------|
| SRORAF005A | COORDINATE, MANAGE AND GUIDE WHITE WATER RAFTING TRIPS |
| RAF        | Rafting                                                |

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

This unit covers the knowledge and skills required to manage a rafting trip; demonstrate knowledge of legal requirements governing the rafting industry; demonstrate advanced river guide techniques on a Grade 3 white water rafting trip and demonstrate advanced rafting and rescue management skills on Grade 3 white water.

| ELEMENT                                                                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>1 Manage a rafting trip(one and multi day trips) in accordance with Operational Management plan</b> | 1.1 Co-ordinate <b>logistical details</b> during river trips to ensure guidelines in the Operational Management plan are met<br>1.2 Manage and communicate to other guides all the information they require to fulfil their responsibilities and make available any resources they need<br>1.3 Provide level of supervision to other guides on the river with respect to their experience and skill level, in accordance with the guidelines in the Operational Management plan<br>1.4 Demonstrate senior raft guides responsibilities when managing <b>general trip problems</b> to ensure overall success of the trip<br>1.5 Follow through and complete post-trip tasks and evaluation according to company procedure as outlined in Operational Management plan |
| <b>2 Demonstrate knowledge of legal requirements governing rafting industry</b>                        | 2.1 Demonstrate sound knowledge of the rules governing rafting in State where company operates<br>2.2 Identify Health and Safety legislation as it relates to the rafting industry and the possible consequences to rafting companies and their employees if these are not met<br>2.3 Describe organisations and office holders associated with the rafting industry including their purpose and responsibilities                                                                                                                                                                                                                                                                                                                                                   |
| <b>3 Demonstrate advanced river guide techniques of a Grade 3 white water rafting trip</b>             | 3.1 Demonstrate a variety of <b>manoeuvres</b> on Grade 3 rapids maintaining hazard free lines, boat control and displaying <b>good guiding technique</b><br>3.2 Cross and/or access <b>difficult areas</b> on the river maintaining hazard free lines, boat control and displaying <b>good guiding technique</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>4 Demonstrate advanced rafting and rescue management skills on Grade 3 white water</b>              | 4.1 Identify and implement risk management strategies that promote clients' safety<br>4.2 Identify <b>crisis management procedures</b> as outlined in the organisation's emergency plan<br>4.3 Demonstrate rescue <b>leadership skills</b> with calm assurance in a simulated emergency river rescue<br>4.4 Identify the roles and responsibilities of personnel in an emergency situation in line with the organisation's management plan                                                                                                                                                                                                                                                                                                                          |

## Range Statements

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

| RANGE STATEMENT                     | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Crisis management procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to <ul style="list-style-type: none"> <li>○ multi-day trip</li> <li>○ single run trips</li> </ul> </li> <li>• may include but not limited to <ul style="list-style-type: none"> <li>○ flood water conditions</li> <li>○ bad weather</li> <li>○ emergency camps</li> <li>○ on-river raft repairs</li> <li>○ dealing with client injuries/illness</li> <li>○ client evacuation</li> </ul> </li> </ul> |
| <b>Difficult areas</b>              | <p>[three categories]</p> <ul style="list-style-type: none"> <li>• may include but not limited to <ul style="list-style-type: none"> <li>○ rock gardens</li> <li>○ confused currents</li> <li>○ boily eddy lines</li> <li>○ standing wave chains</li> <li>○ fast and disturbed currents</li> </ul> </li> </ul>                                                                                                                                                                                    |
| <b>General trip problems</b>        | <p>[five categories]</p> <ul style="list-style-type: none"> <li>• problems may include but not limited to <ul style="list-style-type: none"> <li>○ underage people</li> <li>○ overweight people</li> <li>○ drugs</li> <li>○ alcohol</li> <li>○ non-English speaking clients</li> <li>○ dissatisfied customers</li> <li>○ equipment difficulties</li> <li>○ trip cancellation</li> <li>○ clients not wishing to continue trip</li> <li>○ physical impairment</li> </ul> </li> </ul>                |
| <b>Good guiding technique</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to <ul style="list-style-type: none"> <li>○ coordinating and communicating with crew to ensure their confidence and responsiveness</li> </ul> </li> </ul>                                                                                                                                                                                                                                           |
| <b>Leadership skills</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |

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|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>○ prioritising risk</li> <li>○ reach, throw, row, go, tow principles</li> <li>○ delegation of tasks</li> <li>○ maintaining an overview of the situation</li> <li>○ achieving a quick resolution</li> <li>○ ensuring the situation does not escalate or get worse through mismanagement</li> <li>○ ensuring the safety of clients</li> </ul>                                              |
| <b>Logistical details</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• briefings</li> <li>• timing (start, stop, breaks)</li> <li>• transportation</li> <li>• equipment requirement</li> <li>• client screening</li> </ul>                                                                                                                                                                                                            |
| <b>Manoeuvres</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but not limited to             <ul style="list-style-type: none"> <li>○ forward ferry gliding</li> <li>○ breaking into and out of the current</li> <li>○ avoiding obstacles</li> <li>○ paddling through holes</li> <li>○ paddling over drops</li> <li>○ use of rocks to stop</li> <li>○ reaching pre-determined objectives</li> </ul> </li> </ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of hydrology, rafting skills, rescue procedures and customer handling</li> <li>• Assessment of performance should be over a minimum of two (2) trips with varying conditions covering the prescribed number of categories from the Range Statements. Assessment should only take place after a number of training trips over a period of time in order to establish experience under the direct supervision of an experienced rafting manager/coordinator/guide</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ apply knowledge of hydrology to manoeuvre the raft within the confines of Grade 3</li> <li>○ consistently negotiate rapids with adequate control, i.e., without flipping, wrapping or side-ons</li> <li>○ perform strokes effectively and efficiently on fast currents and in grade 4 (or above) rapids</li> </ul> </li> </ul>                                                                                                                                                                                                           |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROWWR003B Perform a comprehensive range of white water rescues and recoveries</li> <li>○ SRORAF003B Apply rafting skills on Grade 4 rapids</li> <li>○ SRORAF004A Guide clients on raft trips</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SROODR006A Manage risk in an outdoor activity</li> <li>○ SRXEMR002A Coordinate emergency response</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Raft designs, material and construction types and repair techniques</li> <li>○ Selection and use of rafting equipment</li> <li>○ Selection and use of rescue equipment</li> <li>○ Knots used to secure raft and perform rescues</li> <li>○ Hydrology and river features</li> <li>○ Defensive and aggressive swimming techniques</li> <li>○ Medical problems commonly encountered whilst rafting</li> <li>○ Local conditions and affect of changes in gradient and volume on water dynamics</li> <li>○ International river grading system</li> <li>○ Effect of river levels and dam feed releases (top or bottom)</li> <li>○ Marine Service Board and Marine Board Code of practice</li> <li>○ Other legislative requirements (National Parks, Forestry, Occupational Health and Safety)</li> <li>○ Minimum impact code</li> <li>○ Signalling techniques</li> <li>○ Location specific knowledge</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Defensive and aggressive swimming</li> <li>○ First aid skills appropriate to the location and level of responsibility</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                   | <ul style="list-style-type: none"> <li>○ Raft handling skills</li> <li>○ Communication skills</li> <li>○ White water rescue skills</li> <li>○ Throwbag skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ suitable inland rivers with Grade 3 rapids</li> <li>○ raft</li> <li>○ pump</li> <li>○ paddles or oar rig</li> <li>○ personal Flotation Device (PFD)</li> <li>○ helmet</li> <li>○ whistle</li> <li>○ knife</li> <li>○ flip line</li> <li>○ throwbag</li> <li>○ safety equipment</li> <li>○ map(s) and compass</li> <li>○ food and water requirements</li> <li>○ personal clothing</li> <li>○ organisation operational plans</li> <li>○ rescue equipment</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as differing rivers and river levels, this unit of competency must be assessed over a minimum of two (2) trips on differing conditions and/or rivers of Grade 3 standard with real clients in order to ensure consistency of performance over the Range Statements and contexts applicable to hazards, manoeuvres and river features. Assessment should only take place after a number of training trips over a period of time in order to establish experience under the direct supervision of an experienced rafting manager/coordinator/guide</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a rafting activity conducted on a Grade 3 river with clients</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|  |                              |
|--|------------------------------|
|  | or other appropriate persons |
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| KEY 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              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Obtaining information on group numbers, age and health</li> <li>• <b>Communicating ideas and information</b> - Communicate with other guides, information regarding trip</li> <li>• <b>Planning and organising activities</b> - Plan sufficient equipment and staff for anticipated client numbers</li> <li>• <b>Working with teams and others</b> - Coordinate all activities of other staff</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculate numbers of rafts required to safely manage group</li> <li>• <b>Solving problems</b> - Dealing with injuries and accidents during trip</li> <li>• <b>Using technology</b> - Obtaining meteorological information via internet</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                         |
|------------|-------------------------|
| SRORAF006A | INSTRUCT RAFTING SKILLS |
| RAF        | Rafting                 |

**DESCRIPTION:** This unit has been developed for the Outdoor Recreation 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 rafting activity on graded water conditions

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

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|                                                                                          | <p>and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives.</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures</p>                                                                                                      |
| <b>5 Apply appropriate teaching techniques for a rafting session</b>                     | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                            |
| <b>6 Teach required knowledge that applies to a rafting activity</b>                     | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to rafting and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in rafting</p> <p>6.3 Identify minimal impact practices appropriate to rafting, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in rafting, and determine client level of understanding in their use</p> |
| <b>7 Teach safety and rescue procedures appropriate to a whitewater rafting activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to rafting, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to rafting</p> <p>7.4 Demonstrate rescue techniques specific to rafting, and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                          |
| <b>8 Teach rafting skills</b>                                                            | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p> <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                           |
| <b>9 Communicate further</b>                                                             | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in rafting</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| rafting knowledge                                                 | 9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>9.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>10 Conclude and evaluate the rafting instructional session</b> | 10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion<br>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor<br>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<br>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning<br>10.5 Determine modifications to activities and delivery method(s), based on evaluations<br>10.6 Evaluate the suitability of <b>other related factors</b> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• raft</li> <li>• paddles</li> <li>• personal flotation device (PFD)</li> <li>• helmet</li> <li>• safety equipment (including first aid kits)</li> <li>• repair equipment</li> <li>• rafting specific equipment</li> <li>• rescue equipment</li> </ul>                                                       |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ tree branches</li> <li>○ rocks</li> <li>○ drops</li> <li>○ stoppers</li> <li>○ strainers</li> <li>○ wire fences</li> <li>○ manmade objects</li> <li>○ other craft</li> <li>○ wrap rocks</li> <li>○ sieves</li> <li>○ undercuts</li> </ul> </li> </ul> |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                       |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable body of water for teaching of unit(s)</li> </ul> </li> </ul>                                                                                        |



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| <b>Sequence</b> | <p>[two categories]</p> <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ simple to complex</li><li>○ "part" to "whole"</li><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul></li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a rafting instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 rafting skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate rafting techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for rafting</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is;                   <ul style="list-style-type: none"> <li>▪ SRORAF003B Apply rafting skills on Grade 4 rapids</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of rafting, eg, occupational health and safety, land and water management authorities, local government</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of rafting skills</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ instructing rafting</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Rafting skills to demonstrate and correct technique</li> <li>○ River reading skills to select appropriate site and aid in hazard identification</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to : <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of rafting instructional sessions</li> <li>○ rafting equipment <ul style="list-style-type: none"> <li>▪ raft(s)</li> <li>▪ paddles</li> <li>▪ personal flotation device (PFD)</li> <li>▪ helmet</li> </ul> </li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ rescue equipment <ul style="list-style-type: none"> <li>▪ throw bag</li> <li>▪ tow line</li> <li>▪ flip-line</li> <li>▪ pulleys</li> <li>▪ tape slings</li> <li>▪ Prusik loops</li> <li>▪ karabiners</li> </ul> </li> <li>○ instructional tools may include <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 rafting skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a rafting activity with a range of clients (not peers)</li> <li>• The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|  | <p>that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place</p> <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

**SCUBA**



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|                    |                                              |
|--------------------|----------------------------------------------|
| <b>SFIFISH201A</b> | <b>PROVIDE SUPPORT FOR DIVING OPERATIONS</b> |
|                    |                                              |
| SCB                | Scuba                                        |

**DESCRIPTION:** This unit involves providing assistance to personnel conducting diving operations to perform work in the fishing or aquaculture sectors of the seafood industry. It includes performing checks on equipment, identifying occupational hazards, performing lookout duties and providing other forms of assistance to diving operations including carrying out the roles and responsibilities of supervision when specified by industry guidelines.

**Note:** Codes of Practice covering diving operations for an industry sector and/or a geographic region may not require the support of a diving assistant. Reference should be made to local Codes of Practice/industry standards etc covering diving operations.

| <b>ELEMENT</b>                                                                          | <b>PERFORMANCE CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Complete pre-dive safety checks</b>                                                | 1.1 Availability of all essential equipment is confirmed according to industry guidelines<br>1.2 Major components of diving equipment are checked to ensure they are working efficiently and safely according to industry guidelines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>2 Identify occupational hazards</b>                                                  | 2.1 Watch keeping techniques are used to identify occupational hazards and divers requiring assistance according to occupational health and safety legislation<br>2.2 Occupational hazards that may cause injury or harm are assessed and action is taken to remove or minimise hazards according to industry guidelines<br>2.3 Systems and procedures to reduce hazards are devised and implemented                                                                                                                                                                                                                                                                                                                             |
| <b>3 Support diving operations</b>                                                      | 3.1 Pre-dive plan is devised in consultation with divers to identify hazards and contingencies according to enterprise procedures and industry guidelines<br>3.2 Diver is briefed to establish and confirm the procedures to be used during the diving operation<br>3.3 Equipment is used to supply the diver with a safe and suitable working environment according to enterprise procedures and industry guidelines<br>3.4 Checks are made according to enterprise procedures and industry guidelines<br>3.5 Dive procedures used on the surface are followed according to the pre-dive plan, enterprise procedures and industry guidelines<br>3.6 Assistance is provided to diver in monitoring dive times and dive frequency |
| <b>4 Monitor the physical condition of the diver and provide assistance as required</b> | 4.1 <input type="checkbox"/> Signs and symptoms of injury and other information relevant to the situation are monitored on a continuous basis and used to assess the diver's physical condition<br>4.2 Assistance appropriate to the diver's physical condition is provided to minimise injury or harm according to enterprise procedures and industry guidelines<br>4.3 Decompression procedures are applied as required to minimise the risk of an adverse medical condition                                                                                                                                                                                                                                                   |
| <b>5 Store and maintain diving equipment</b>                                            | 5.1 Equipment is checked for serviceability, faulty equipment is marked and maintenance is arranged as required according to enterprise procedures and manufacturer's specifications<br>5.2 Equipment is stowed according to enterprise procedures<br>5.3 Records are completed in a legible manner and forwarded to supervisor or stored according to enterprise procedures or industry guidelines                                                                                                                                                                                                                                                                                                                              |

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## Range Statements

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

| RANGE STATEMENT            | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Operations</b>          | <ul style="list-style-type: none"> <li>collecting sea animals               <ul style="list-style-type: none"> <li>abalone</li> <li>molluscs</li> <li>beche-de-mer</li> <li>crayfish</li> <li>sea urchin</li> </ul> </li> <li>tending aqua cultured animals</li> <li>collecting lost tools and equipment, dead animals, debris</li> <li>checking underwater equipment</li> <li>installing, servicing and maintaining ponds, cages and associated equipment</li> <li>eradicating predators</li> </ul>                                                                                                                                                             |
| <b>Equipment</b>           | <ul style="list-style-type: none"> <li>self contained breathing apparatus (SCUBA)</li> <li>surface supplied breathing apparatus</li> <li>decompression equipment:               <ul style="list-style-type: none"> <li>watch</li> <li>depth gauge</li> <li>shot line</li> <li>spare air</li> </ul> </li> <li>safety and emergency               <ul style="list-style-type: none"> <li>first aid kit</li> <li>oxygen</li> <li>bail out bottle</li> </ul> </li> <li>diving suits               <ul style="list-style-type: none"> <li>wet</li> <li>dry</li> <li>warmed</li> </ul> </li> <li>weights, tools, fins, mask, buoyancy apparatus, catch bags</li> </ul> |
| <b>Industry guidelines</b> | <ul style="list-style-type: none"> <li>guidelines</li> <li>standards</li> <li>codes of practice</li> <li>occupational health and safety codes of practice and regulations</li> <li>other regulations relevant to the type of diving operation and the area of activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Checked</b>             | <ul style="list-style-type: none"> <li>presence, suitability and operability of:               <ul style="list-style-type: none"> <li>vessel equipment</li> <li>diving equipment</li> <li>safety and emergency equipment</li> <li>pre-dive</li> <li>diving conditions</li> <li>post-dive</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                  |

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| <b>Hazards</b>            | <ul style="list-style-type: none"> <li>• aquatic animals</li> <li>• sharp objects</li> <li>• entanglement</li> <li>• water character <ul style="list-style-type: none"> <li>○ temperature</li> <li>○ current</li> <li>○ clarity</li> </ul> </li> <li>• weather</li> <li>• isolation of the dive site</li> <li>• other vessels</li> <li>• underwater terrain</li> </ul>                                                                                                                                                                                                                                    |
| <b>Assessed</b>           | <ul style="list-style-type: none"> <li>• listing hazards</li> <li>• identifying causes</li> <li>• predicting potential for and likelihood of hazards</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Records</b>            | <ul style="list-style-type: none"> <li>• diving equipment maintenance</li> <li>• air quality checks</li> <li>• catch, location and number of dives</li> <li>• manually recorded or dive computer data: <ul style="list-style-type: none"> <li>○ entry and exit times</li> <li>○ dive duration</li> <li>○ maximum depth</li> <li>○ injury</li> <li>○ air use</li> <li>○ temperature</li> <li>○ clarity</li> <li>○ current</li> </ul> </li> </ul>                                                                                                                                                           |
| <b>Procedures</b>         | <ul style="list-style-type: none"> <li>• pre-dive</li> <li>• dive</li> <li>• post-dive</li> <li>• maintenance</li> <li>• shore diving</li> <li>• vessel diving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Physical condition</b> | <ul style="list-style-type: none"> <li>• lung/ear drum barotrauma</li> <li>• decompression sickness: <ul style="list-style-type: none"> <li>○ factors affecting predisposition</li> <li>○ squeezes</li> </ul> </li> <li>• near drowning, drowning, salt water aspiration</li> <li>• poisoning, toxicity, narcosis <ul style="list-style-type: none"> <li>○ carbon monoxide</li> <li>○ carbon dioxide</li> <li>○ oxygen</li> </ul> </li> <li>• stings and wounds inflicted by marine animals</li> <li>• shock from bleeding</li> <li>• burns</li> <li>• hypothermia</li> <li>• hyperventilation</li> </ul> |
| <b>Assistance</b>         | <ul style="list-style-type: none"> <li>• from external sources</li> <li>• using radio or electronic communications equipment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"> <li>• first aid</li> <li>• routine</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Decompression procedures</b>          | <ul style="list-style-type: none"> <li>• diving physics:             <ul style="list-style-type: none"> <li>○ pressure - depth relationship</li> <li>○ pressure - volume - temperature relationship for gasses</li> <li>○ partial pressures in gas mixtures</li> <li>○ pressure - solubility relationship for gases</li> <li>○ ascent rate</li> <li>○ safety stops</li> <li>○ surface interval</li> <li>○ repetitive group</li> <li>○ flight time exclusion</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence</b>       | <ul style="list-style-type: none"> <li>• Assessment must confirm the ability to assist personnel conducting diving operations to perform work in the fishing or aquaculture sectors of the seafood industry</li> <li>• Ability to             <ul style="list-style-type: none"> <li>○ maintain a surface supply of air to the diver</li> <li>○ ability to stow and maintain diving equipment and identify and rectify basic faults</li> <li>○ maintain a watch to identify hazards, assess the hazards and take appropriate action</li> <li>○ devise and implement systems and procedures that reduce underwater hazards</li> <li>○ respond to emergency situations</li> <li>○ record and access diving information</li> <li>○ access assistance in an emergency.</li> </ul> </li> <li>• Knowledge of             <ul style="list-style-type: none"> <li>○ decompression procedures</li> <li>○ physics as it relates to gas laws</li> <li>○ content of the pre-dive plan that forms the basis of dive briefings</li> <li>○ hazards associated with the operation</li> <li>○ symptoms and signs of diving medical conditions</li> </ul> </li> </ul>        |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SFISHIP207A Operate and maintain outboard motors</li> <li>○ SFISHIP206A Operate a small vessel</li> <li>○ SFISHIP209A Operate marine communications equipment</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ FPPAID2A Administer first aid procedures (including oxygen administration)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The underpinning knowledge identified for this unit goes to more depth due to its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies</li> <li>○ The essential knowledge and understanding a person needs to perform work to the required standard includes                 <ul style="list-style-type: none"> <li>▪ principles of diving physics relating to the practical application of the gas laws as listed in the Range Statements</li> <li>▪ hazards which may be encountered by a diver</li> <li>▪ symptoms and signs of a diver's physical conditions as observed in a diver</li> <li>▪ diving procedures relating to surface activities specified by enterprise and industry guidelines</li> <li>▪ procedures for using decompression tables</li> </ul> </li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ The essential skills a person needs to perform work to the required standard include</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>▪ using equipment required for the support of diving operations (note: diving using breathing equipment is not required in this unit)</li> <li>▪ checking equipment to ensure operability</li> <li>▪ maintaining diving equipment and identifying and rectifying basic faults</li> <li>▪ watch keeping</li> <li>▪ administering first aid</li> <li>▪ record keeping</li> <li>▪ conforming with dive procedures as used by the diver's attendant.</li> <li>○ Literacy skills used for <ul style="list-style-type: none"> <li>▪ learning industry guidelines</li> <li>▪ keeping records</li> <li>▪ reading the diver's medical companion in case of emergency</li> <li>▪ completing dive accident medical information forms.</li> </ul> </li> <li>○ Numeracy skills used for <ul style="list-style-type: none"> <li>▪ performing basic calculations involving pressure volume temperature relationships</li> <li>▪ using dive decompression tables</li> </ul> </li> </ul>                                                           |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a realistic but predictable diving environment with assistance at hand</li> <li>○ diving equipment as listed in the Range Statement</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in this unit at the above level</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Content for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• The following assessment methods are suggested <ul style="list-style-type: none"> <li>○ written or oral short answer testing</li> </ul> </li> </ul>                                                                |



|  |                                                                                                                                               |
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|  | <ul style="list-style-type: none"><li>○ practical exercises</li><li>○ project work</li><li>○ observation of practical demonstration</li></ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                            |                             |                                     |                |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                            |                             |                                     |                |                |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                          |
|------------|----------------------------------------------------------|
| SROSCB001A | SCUBA DIVE IN OPEN WATER TO A MAXIMUM DEPTH OF 18 METRES |
| SCB        | Scuba                                                    |

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

This unit covers the knowledge and skills to use and maintain scuba dive equipment, plan and perform scuba dives without direct supervision in open water to a maximum depth of 18 metres, and perform scuba dive rescues.

| ELEMENT                                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Use and maintain scuba dive equipment</b>               | 1.1 Select <b>scuba dive equipment</b> to match diver's build and experience<br>1.2 Use <b>scuba dive equipment</b> to <b>industry technical and safety criteria</b><br>1.3 Explain and demonstrate maintenance required to meet manufacturer's recommendations<br>1.4 Calculate non-decompression times to <b>industry technical and safety criteria</b><br>1.5 Demonstrate use of buoyancy control device (BCD) to establish positive, negative and neutral buoyancy                                                                                                                                                                                |
| <b>2 Perform scuba dives to a maximum depth of 18 metres</b> | 2.1 Describe correctly <b>physics and physiology</b> in relation to scuba diving and divers<br>2.2 <b>Consider all factors effecting site selection and</b> ensure selected scuba dive site meets safety criteria of industry<br>2.3 Perform <b>entries to and exits from the water</b> to meet <b>industry technical and safety criteria</b><br>2.4 Maintain <b>buddy system</b> at all times<br>2.5 Demonstrate <b>emergency out of air techniques</b><br>2.5 Give, recognise and respond to hand signals in accordance with <b>industry technical and safety criteria</b><br>2.6 Complete dives within <b>industry accepted dive safety limits</b> |
| <b>3 Perform scuba dive rescues</b>                          | 3.1 Explain and demonstrate <b>first aid</b> for potential scuba dive incidents to <b>industry technical and safety criteria</b><br>3.2 Identify diving related <b>hazards</b> in relation to their causes, symptoms, effects and prevention<br>3.3 Demonstrate emergency out-of-air techniques to meet <b>industry technical and safety criteria</b><br>3.4 Demonstrate <b>self and buddy rescue techniques</b> to meet <b>industry technical and safety criteria</b>                                                                                                                                                                                |

## Range Statements

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

| RANGE STATEMENT                         | CATEGORIES                                                                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Buddy system</b>                     | <ul style="list-style-type: none"> <li>system where scuba divers dive in pairs, maintaining physical or visual contact at all times</li> </ul>                                                                                                               |
| <b>Emergency out of air techniques</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>alternative air source assisted ascent</li> <li>controlled emergency swimming ascent</li> </ul>                                                                                               |
| <b>Entry and exit from water</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>off-shore</li> <li>off dive boats</li> </ul>                                                                                                                                                  |
| <b>Factors affecting site selection</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>environmental conditions</li> <li>hazards</li> <li>access</li> <li>level of skill</li> </ul>                                                                                                  |
| <b>First aid</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>near drowning</li> <li>hypothermia</li> <li>hyperthermia</li> <li>barotrauma</li> <li>cramps</li> <li>exhaustion</li> <li>stings or bites from marine creatures</li> </ul>                    |
| <b>Hazards</b>                          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>squeezes</li> <li>barotrauma</li> <li>panic</li> <li>nitrogen narcosis</li> <li>decompression illnesses</li> <li>contaminated scuba air</li> <li>hypothermia</li> <li>hyperthermia</li> </ul> |

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| <b>Industry accepted dive safety limits</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>include factors such as <ul style="list-style-type: none"> <li>ascents</li> <li>descents</li> <li>safety stop</li> <li>bearings or reciprocal bearings</li> <li>dive calculations and planning</li> <li>time</li> <li>depth</li> <li>air supply monitoring</li> <li>monitoring equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Industry technical and safety criteria</b> | <p>[knowledge of at least one category]</p> <ul style="list-style-type: none"> <li>as documented in the standards and procedures of accredited training agencies such as <ul style="list-style-type: none"> <li>Professional Association of Diving Instructors (PADI)</li> <li>National Association of Underwater Instructors (NAUI)</li> <li>Scuba Schools International (SSI)</li> <li>National Association of Scuba Diving Schools (NASDS)</li> <li>Australian Underwater Scuba Instructors (AUSI)</li> <li>British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul>                                                                                                                                                                                      |
| <b>Physics and physiology</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>include concepts relevant to <ul style="list-style-type: none"> <li>pressure/volume/density relationships</li> <li>temperature</li> <li>buoyancy</li> <li>respiration</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Scuba dive equipment</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>fins, mask and snorkel</li> <li>adequate exposure protection appropriate for the local diving conditions, eg, wetsuit/drysuits)</li> <li>compressed air cylinder and valve appropriate for the dive</li> <li>buoyancy control device (BCD) with low pressure inflator</li> <li>regulator, alternate air source, submersible pressure gauge, compass, timing device and depth gauge (or computer which indicates depth, time and air supply)</li> <li>weight belt and weights (the weight system may be built into the buoyancy control device (BCD))</li> <li>knife or diver's tool</li> <li>dive flag where appropriate</li> <li>emergency signalling device</li> <li>slates</li> </ul> |
| <b>Self and buddy rescue techniques</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>surface swimming</li> <li>relieving cramps</li> <li>equipment removal</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  | <ul style="list-style-type: none"><li>• establishing buoyancy</li><li>• calling for assistance</li><li>• buddy secured and towed 15 metres</li><li>• in-water expired air resuscitation (EAR)</li></ul> |
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## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of diving theory, diving equipment and industry practices and safety criteria</li> <li>• Assessment of performance should be over a minimum of two (2) different dives covering the prescribed number of categories of the Range Statements that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ apply knowledge of diving theory and practice to safely dive and perform dive rescues</li> <li>○ plan and evaluate a safe diving activity</li> <li>○ calculate repetitive diving activities using no-decompression tables</li> <li>○ participate as part of a buddy pair/team in an open water dive at depths not less than 5 metres and not to exceed 18 metres for a period not less than 20 minutes</li> <li>○ complete a safety stop at 5 metres for 3 - 5 minutes</li> <li>○ not ascend at greater than 18 metres/min</li> </ul> </li> </ul>                                                                                          |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Physics and physiology                   <ul style="list-style-type: none"> <li>▪ direct effects of pressure</li> <li>▪ buoyancy</li> <li>▪ pressure/volume relationships</li> <li>▪ air consumption</li> <li>▪ how pressure affects density</li> <li>▪ how pressure affects air spaces</li> <li>▪ indirect effects of pressure</li> <li>▪ ingassing and offgassing</li> <li>▪ decompression sickness</li> <li>▪ nitrogen narcosis</li> <li>▪ oxygen toxicity</li> <li>▪ carbon monoxide toxicity</li> <li>▪ hypo/hyperthermia</li> </ul> </li> <li>○ Decompression Illness (DCI)                   <ul style="list-style-type: none"> <li>▪ ingassing/offgassing nitrogen</li> <li>▪ residual nitrogen</li> <li>▪ dive planning to avoid DCI</li> <li>▪ signs and symptoms of DCI</li> <li>▪ first aid</li> </ul> </li> <li>○ Effect of diving environment on scuba activities                   <ul style="list-style-type: none"> <li>▪ tides</li> <li>▪ currents</li> <li>▪ waves and surf</li> </ul> </li> </ul> </li> </ul> |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <ul style="list-style-type: none"> <li>▪ water conditions</li> <li>▪ visibilities</li> <li>▪ entry and exit points</li> <li>▪ bottom conditions</li> <li>▪ marine life</li> <li>○ Non-decompression dive tables</li> <li>○ Selection and preventative maintenance of scuba equipment</li> <li>○ Diver first aid, and missing diver procedures</li> <li>○ Underwater communication systems</li> <li>○ Factors affecting the planning of safe diving activities</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Select, check, assemble, and don equipment</li> <li>○ Pre-dive gear check for self and buddy</li> <li>○ Entries and exits</li> <li>○ Remove and replace weight belt on surface</li> <li>○ Remove and replace equipment on surface</li> <li>○ Give, recognise and respond to underwater signals</li> <li>○ Dive with minimal impact on environment</li> <li>○ Ability to swim 100 metres on the surface wearing scuba equipment</li> <li>○ Mask and regulator removal, recovery and replacement</li> <li>○ Use of buddy system</li> <li>○ Buoyancy control</li> <li>○ Underwater navigation (natural and compass)</li> <li>○ Emergency procedures <ul style="list-style-type: none"> <li>▪ tired diver assist</li> <li>▪ sharing air</li> <li>▪ controlled emergency swimming ascent</li> <li>▪ unconscious diver rescue</li> </ul> </li> </ul> </li> </ul>                              |
| <b>Resource implications</b> | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable scuba dive locations with open water</li> <li>○ scuba equipment <ul style="list-style-type: none"> <li>▪ mask</li> <li>▪ fins</li> <li>▪ snorkel</li> <li>▪ gas cylinders</li> <li>▪ regulator</li> <li>▪ buoyancy control device (BCD)</li> <li>▪ weights</li> <li>▪ exposure suit</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSCB002A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"><li>• Due to issues such as covering all the safety and rescue implications, this unit must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the complete Range Statements and contexts applicable to scuba diving</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"><li>• Competency must be demonstrated in an actual/real scuba dive activity and all relevant aspects of equipment use, dives and rescues should be assessed in an underwater environment (that is, dry land demonstration of competence is insufficient)</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                     |
|------------|-------------------------------------|
| SROSCB002A | COMPLETE SPECIALTY OPEN WATER DIVES |
|            |                                     |
| SCB        | Scuba                               |

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

This unit covers limited knowledge and skills in specialist diving activities in order to participate in selected specialist diving areas/activities under supervision. Note that the competencies to independently participate in specialist diving activities are detailed in separate units of competency.

| ELEMENT                                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Acquire specialty diving skills and knowledge to participate under supervision</b> | 1.1 Identify the diversity of specialty diving activities and describe features of each area<br>1.2 Outline diving specific skills and knowledge required to successfully participate in specialty diving activities under supervision and identify sources of training<br>1.3 Acquire the skills and knowledge from industry accredited agencies, required to conduct the specialty activity under supervision, in the diving environment<br>1.4 Identify and obtain <b>specialist equipment</b> required for the conduct of the specialty activity |
| <b>2 Plan specialty dives</b>                                                           | 2.1 Demonstrate how equipment selected meets industry criteria<br>2.2 Demonstrate a knowledge and understanding of potential <b>hazards</b> for specialty diving<br>2.3 Demonstrate how dive <b>site selection</b> for specific <b>specialty area</b> meets industry safety criteria<br>2.4 Demonstrate, where necessary, specialty skills in confined water prior to participation in open water activities                                                                                                                                         |
| <b>3 Perform open water specialty dives</b>                                             | 3.1 Perform entries to and exits from the water to maintain orientation and buddy contact and to industry safety criteria<br>3.2 Complete specialty in accordance with dive plans and activity objectives<br>3.3 Perform dive practice in <b>specialty area</b> to meet industry technical and safety criteria                                                                                                                                                                                                                                       |

## Range Statements

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

| RANGE STATEMENT             | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hazards</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• wrecks</li> <li>• other divers</li> <li>• light failure</li> <li>• currents</li> <li>• air depletion</li> <li>• entanglement disorientation</li> <li>• nitrogen narcosis</li> <li>• decompression illnesses</li> <li>• flooded dry suit/suit leak</li> <li>• barotrauma</li> <li>• marine animals</li> <li>• hyperthermia and hypothermia</li> </ul>                                                                                    |
| <b>Site selection</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• access</li> <li>• environmental conditions</li> <li>• hazards</li> </ul>                                                                                                                                                                                                                                                                                                                                                                |
| <b>Specialist equipment</b> | <p>[all categories relating to speciality]</p> <ul style="list-style-type: none"> <li>• film equipment               <ul style="list-style-type: none"> <li>○ cameras</li> <li>○ strobes</li> <li>○ aiming lights</li> <li>○ trays</li> <li>○ arms</li> <li>○ sealing rings</li> <li>○ recharging systems</li> <li>○ film</li> <li>○ maintenance kit</li> </ul> </li> <li>• primary, back-up and chemical lighting</li> <li>• dry suits</li> <li>• dive boats</li> <li>• navigation equipment</li> </ul> |
| <b>Specialty areas</b>      | <p>[six categories, including deep diving, night diving and underwater navigation]</p> <ul style="list-style-type: none"> <li>• including, but not limited to               <ul style="list-style-type: none"> <li>○ deep diving</li> <li>○ night diving</li> <li>○ underwater navigation</li> <li>○ altitude diving</li> </ul> </li> </ul>                                                                                                                                                              |

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|  | <ul style="list-style-type: none"><li>○ boat diving</li><li>○ drift diving</li><li>○ dry suit diving</li><li>○ multi level diving</li><li>○ search and recovery diving</li><li>○ underwater photography</li><li>○ underwater videography</li><li>○ wreck diving</li><li>○ underwater naturalist</li><li>○ peak performance buoyancy</li><li>○ computer aided dives</li><li>○ diving with enriched air nitrox (EANx)</li></ul> |
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## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of specialist diving theory in specialty areas to safely participate under supervision</li> <li>Assessment of performance should be over a minimum of six (6) different specialty dives including deep dives, night dives and underwater navigation, covering the prescribed number of categories from Range Statements that are applicable to the selected specialty areas in the learners environment</li> <li>Assessment must confirm the ability to               <ul style="list-style-type: none"> <li>Complete the prescribed number of specialty dives as determined by industry criteria</li> <li>Apply knowledge of specialty areas to participate in specialty dives, as determined by industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB001A Scuba dive in open water to a maximum depth of 18 metres</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with other unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge (as per specialty diving area)</li> <li>Required skills (as per specialty diving area)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable dive locations</li> <li>equipment as required by specialty dive activities.</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit but preferably be competent in the unit at the level above, i.e., the specialty dive units</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>                    | <ul style="list-style-type: none"> <li>Due to issues such as the diversity of specialty diving, this unit must be assessed over a minimum of six (6) different specialty dives including deep dives, night dives and underwater navigation, in order to ensure consistency of performance over the Range Statements and contexts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | applicable to a selection of specialty dive activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• Competency must be demonstrated in actual/real diving activities</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                      |
|------------|----------------------|
| SROSCB003A | COMPLETE NIGHT DIVES |
|            |                      |
| SCB        | Scuba                |

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

This unit covers the knowledge and skills to prepare for and perform a dive at night demonstrating night navigation and hazard avoidance.

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Plan a <i>night dive</i>    | 1.1 Select <i>lighting equipment</i> that meets <i>industry criteria</i><br>1.2 Identify potential <i>night diving hazards</i> to <i>industry criteria</i><br>1.3 Consider <i>site selection criteria</i> in terms of meeting the industry safety criteria for the night dive                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2 Perform a <i>night dive</i> | 2.1 Demonstrate <i>entries to and exits from the water</i> that maintain orientation and buddy contact<br>2.2 Complete ascents and descents with reference without losing orientation or buddy contact<br>2.3 Use hand signals and dive lights to achieve communication with buddy and team members<br>2.4 Maintain buddy contact throughout the night dive<br>2.5 Navigate the route by compass and/or natural phenomena<br>2.6 Ensure personal dive lights illuminate dive site<br>2.7 Demonstrate light failure drill to industry technical and safety criteria<br>2.8 Demonstrate night dive practice to industry technical and safety criteria<br>2.9 Identify nocturnal aquatic life to <i>industry criteria</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entry and exit</b>          | [one category] <ul style="list-style-type: none"> <li>• off-boat</li> <li>• off-shore</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Industry criteria</b>       | [one category] <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Lighting equipment</b>      | [two categories] <ul style="list-style-type: none"> <li>• primary</li> <li>• back-up</li> <li>• chemical</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Night dive</b>              | <ul style="list-style-type: none"> <li>• occurs between one hour after sunset and one hour before sunrise</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Night diving hazards</b>    | [all categories] <ul style="list-style-type: none"> <li>• lack of light</li> <li>• adverse environment</li> <li>• equipment unfamiliarity</li> <li>• light failure</li> <li>• buddy separation</li> <li>• disorientation</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Site selection criteria</b> | [all categories] <ul style="list-style-type: none"> <li>• affected by               <ul style="list-style-type: none"> <li>○ access</li> <li>○ environmental conditions</li> <li>○ hazards</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                             |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the hazards and safety factors involved in night diving</li> <li>Assessment of performance should be over a minimum of two (2) different night dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>successfully complete a number of night dives</li> <li>consistently meeting industry safety and technical standards</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Night navigation techniques</li> <li>Lighting options and their use and reliability</li> <li>Nocturnal aquatic life</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable locations for night diving</li> <li>scuba equipment</li> <li>lighting equipment</li> <li>navigation equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB003A Complete night dives</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>                    | <ul style="list-style-type: none"> <li>Due to issues such as demonstrating use of lighting equipment and contingencies, this unit must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                               | Range Statements and contexts applicable to night diving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• Competency must be demonstrated whilst participating in actual night diving activities</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                 |
|------------|-------------------------------------------------|
| SROSCB004A | COMPLETE DEEP DIVES TO BETWEEN 18 AND 40 METRES |
|            |                                                 |
| SCB        | Scuba                                           |

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

This unit covers the knowledge and skills to prepare for and perform a deep dive to between 18 and 40 metres, taking into account hazards and emergency procedures.

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare for deep dives</b>           | 1.1 Prepare deep diving plans that establish no - decompression limits<br>1.2 Ensure <b>deep dive plans</b> meet <b>industry technical and safety criteria</b><br>1.3 Identify and demonstrate symptoms and first aid treatment for <b>potential deep diving first aid problems</b> to <b>industry technical and safety criteria</b><br>1.4 Identify exposure protection and select equipment to <b>industry technical and safety criteria</b> |
| <b>2 Perform deep dives</b>               | 2.1 Demonstrate controlled descents and ascents using reference as a tactile and/or visual guide<br>2.2 Demonstrate an ascent rate that does not exceed 18 metres/minute<br>2.3 Perform a 3 minute safety stop at 5 metres on ascents<br>2.4 Demonstrate that logged deep dive practice adheres to dive plan<br>2.5 Perform deep dive practice to <b>industry technical and safety criteria</b>                                                |
| <b>3 Perform tasks whilst deep diving</b> | 3.1 Perform exercises at depth to demonstrate impairment effects of nitrogen narcosis<br>3.2 Demonstrate at depth to show pressure changes and colour absorption                                                                                                                                                                                                                                                                               |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Deep dive plans</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• consider               <ul style="list-style-type: none"> <li>○ personal wellbeing</li> <li>○ environmental conditions at the site</li> <li>○ surface intervals</li> <li>○ experience and/or expertise of dive partner</li> <li>○ buoyancy</li> <li>○ non-decompression limits</li> </ul> </li> </ul>                                                                                                                                                                                                                                                      |
| <b>Industry technical and safety criteria</b> | <p>[one category]</p> <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> <li>○ Cave Divers Association of Australia (CDAA)</li> </ul> </li> </ul> |
| <b>Potential deep dive first aid problems</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• nitrogen narcosis</li> <li>• decompression illnesses</li> <li>• barotrauma</li> <li>• hypercapnia</li> <li>• hypothermia</li> <li>• buoyancy control</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards and the factors involved in deep diving</li> <li>Assessment of performance should be over a minimum of three (3) different dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to apply knowledge to plan safe deep dives and successfully complete deep dives demonstrating the ability to               <ul style="list-style-type: none"> <li>Complete a safety stop at 5 metres for 3 - 5 minutes</li> <li>Not ascend at greater than 18 metres/min</li> <li>Not exceed non-decompression limits</li> <li>Identify signs/symptoms and respond to nitrogen narcosis</li> <li>Participate as part of a buddy pair/team</li> </ul> </li> </ul>                                                                                                                                                                                                                                         |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB006A Navigate prescribed routes underwater</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Underwater navigation</li> <li>No-decompression limits</li> <li>Physics and physiology relevant to multilevel diving</li> <li>Deep diving hazards and first aid problems</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>scuba equipment</li> <li>suitable locations for deep diving</li> <li>navigation equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB004A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |



|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as performing deep dives in a safe manner, this unit 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 deep diving</li> </ul>                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>Competency must be demonstrated whilst participating in actual underwater scuba activities</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                               |
|------------|-----------------------------------------------|
| SROSCB005A | COMPLETE UNDERWATER SEARCH AND RECOVERY DIVES |
|            |                                               |
| SCB        | Scuba                                         |

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

This unit covers the knowledge and skills to plan underwater searches, and recover an object that weighs between 6 and 45 kg using lifting equipment.

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Perform underwater searches</b>                              | 1.1 Plan <i>underwater searches</i> to meet <i>industry criteria</i><br>1.2 Perform <i>underwater searches</i> to <i>industry criteria</i><br>1.3 Considering <i>factors affecting selection of search techniques</i> , perform a selected search technique that meets industry <i>technical and safety criteria</i><br>1.4 Demonstrate underwater search practice that meets industry <i>technical and safety criteria</i><br>1.5 Demonstrate that search locates object                                                                                                                               |
| <b>2 Recover an object that weighs between 6 and 45 kilograms</b> | 2.1 Plan recovery exercise to <i>industry criteria</i><br>2.2 Identify and explain suitable recovery methods in terms of size, depth and weight of object to be recovered<br>2.3 Identify <i>risks and hazards</i> associated with underwater lifting techniques<br>2.4 Demonstrate displacement and lift calculations that meet <i>industry criteria</i><br>2.5 Match <i>knots</i> tied underwater to the purpose for which they were tied<br>2.6 Bring an object weighing between 6 and 45 kg to the surface using lifting equipment in accordance with industry <i>technical and safety criteria</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Factors affecting selection of search technique</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• bottom topography</li> <li>• water movement</li> <li>• depth</li> <li>• visibility</li> <li>• communication</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Industry criteria</b>                               | <p>[one category]</p> <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Knots</b>                                           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• bowline</li> <li>• half hitch</li> <li>• sheet bend</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Risks and hazards</b>                               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• slipping knots</li> <li>• runaway ascent</li> <li>• load dislodgment</li> <li>• entanglement</li> <li>• diver position</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Technical and safety criteria</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• consider               <ul style="list-style-type: none"> <li>○ access</li> <li>○ environmental conditions</li> <li>○ hazards</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>Underwater searches</b>                             | <p>[three categories]</p> <ul style="list-style-type: none"> <li>• linear</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|  |                                                                                                                               |
|--|-------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• circular</li><li>• U pattern</li><li>• jack stay</li><li>• expanding square</li></ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------|

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of hazards associated with search and recovery dives</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ apply knowledge of hazards to safely plan and complete search and recovery dives</li> <li>○ apply appropriate techniques to successfully search for an object</li> <li>○ recover an object between 6 and 45 kg in weight</li> <li>○ meet industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following specialty diving unit(s)               <ul style="list-style-type: none"> <li>○ SROSCB003A Complete night dives</li> <li>○ SROSCB006A Navigate prescribed routes underwater</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Search patterns</li> <li>○ Hazards associated with recovery techniques</li> <li>○ Safety and technical criteria to plan a search and recovery dive</li> <li>○ Underwater navigation skills</li> <li>○ Knots, their applications and strengths</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Open water diving up to 18 metres depth</li> <li>○ Knot tying skills to secure load</li> <li>○ Mathematical skills to determine weight of load</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ scuba equipment</li> <li>○ suitable locations for diving</li> <li>○ navigation equipment</li> <li>○ recovery equipment</li> <li>○ object for rescue</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit, i.e., SROSCB005A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as the various search pattern methods, this unit 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 searching for and recovering objects of different weights at different depths</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>Competency must be demonstrated whilst participating in actual underwater scuba activities</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 3                          | 3                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                       |
|------------|---------------------------------------|
| SROSCB006A | NAVIGATE PRESCRIBED ROUTES UNDERWATER |
| SCB        | Scuba                                 |

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

This unit covers the knowledge and skills to make distance and time calculations and navigate underwater along prescribed routes.

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Measure prescribed routes</b>      | 1.1 Demonstrate measuring distance by kick cycles<br>1.2 Demonstrate measuring distance by time<br>1.3 Demonstrate measuring distance by arm spans<br>1.4 Demonstrate measuring distance with diver line reel or rope                                                                                                                                                                         |
| <b>2 Determine direction underwater</b> | 2.1 Demonstrate the determination of <b>direction</b> using a compass<br>2.2 Demonstrate the determination of <b>direction</b> using natural phenomena                                                                                                                                                                                                                                        |
| <b>3 Navigate underwater</b>            | 3.1 Navigate a straight line and its reciprocal by <b>standard measuring techniques</b> and <b>direction indicators</b><br>3.2 Navigate a prescribed route with changes of directions by <b>standard measuring techniques</b> and <b>direction indicators</b><br>3.3 Considering possible <b>hazards</b> , demonstrate dive technical and safety practices that meet <b>industry criteria</b> |

## Range Statements

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

| RANGE STATEMENT                      | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Direction</b>                     | [all categories] <ul style="list-style-type: none"> <li>• straight line</li> <li>• turn</li> <li>• square</li> <li>• triangle</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Direction indicators</b>          | [all categories] <ul style="list-style-type: none"> <li>• using a compass</li> <li>• using natural phenomena</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Industry criteria</b>             | [one category] <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Hazards</b>                       | [all categories] <ul style="list-style-type: none"> <li>• depth</li> <li>• currents</li> <li>• visibility</li> <li>• time</li> <li>• air depletion</li> <li>• entanglement</li> <li>• disorientation</li> </ul>                                                                                                                                                                                                                                                                                                                                               |
| <b>Standard measuring techniques</b> | [all categories] <ul style="list-style-type: none"> <li>• kick cycles</li> <li>• time</li> <li>• arm spans</li> <li>• diver line reel or rope</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the ability to navigate prescribed routes underwater with distances covered exceeding the underwater visibility</li> <li>Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>successfully complete a number of prescribed underwater routes</li> <li>consistently meeting industry safety and technical standards</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                       |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB003A Complete night dives</li> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                          |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Navigation skills</li> <li>Appropriate types of navigation</li> <li>Accident management knowledge</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> <li>Use a compass to set a course</li> <li>Distance calculation skills                   <ul style="list-style-type: none"> <li>counting time</li> <li>counting kick cycles</li> <li>arm spans</li> <li>air use</li> <li>lines and reels</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable locations for diving</li> <li>compass</li> <li>scuba equipment</li> <li>watch</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB006A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained the mandatory competency requirements for</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                   | assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as demonstrating underwater navigation in different conditions, eg, visibility and current, 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 navigating underwater</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment this unit of competency must be assessed in the context of a scuba diving activity</li> <li>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</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
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| 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              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                       |
|------------|-----------------------|
| SROSCB007A | PERFORM DIVER RESCUES |
|            |                       |
| SCB        | Scuba                 |

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

This unit covers the knowledge of diving physiology and the ability to apply skills to perform diving rescues. Additional competencies, such as the administration of supplemental oxygen, are detailed in other units of competency.

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Demonstrate knowledge of diving physiology</b> | 1.1 Identify the <b>effects on divers</b> of partial and/or changing pressure<br>1.2 Outline the mechanisms for treating <b>dive related problems</b> to <b>industry criteria</b>                                                                                                                                                                                               |
| <b>2 Demonstrate diver rescue skills</b>            | 2.1 Demonstrate, where required, selected <b>underwater search technique</b> and practice that meets <b>oxygen use standards</b> and <b>industry technical and safety criteria</b><br>2.2 Administer first aid for <b>simulated dive incidents</b><br>2.3 Demonstrate <b>rescues</b> of self and buddy in a simulated situation                                                 |
| <b>3 Use supplemental oxygen</b>                    | 3.1 Ensure that prepared <b>oxygen equipment</b> meets <b>oxygen use standards and industry technical and safety criteria</b><br>3.2 Comply with the standards specified in the Dangerous Goods Regulations (Class 2 - Gases) whilst using oxygen<br>3.3 Demonstrate that the administration of supplemental oxygen complies with <b>industry technical and safety criteria</b> |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Dive related problems</b>                  | [all categories] <ul style="list-style-type: none"> <li>• near drowning</li> <li>• hypothermia</li> <li>• cramps</li> <li>• exhaustion</li> <li>• decompression illnesses</li> <li>• panic</li> <li>• barotrauma</li> <li>• shallow water blackout</li> <li>• nitrogen narcosis</li> <li>• contaminated air</li> </ul>                                                                                                                                                                                                                                            |
| <b>Effects on divers</b>                      | [all categories] <ul style="list-style-type: none"> <li>• due to               <ul style="list-style-type: none"> <li>○ nitrogen</li> <li>○ oxygen</li> <li>○ carbon monoxide</li> <li>○ carbon dioxide</li> <li>○ toxicity</li> <li>○ absorption</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                          |
| <b>Industry technical and safety criteria</b> | [one category] <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies eg,               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Oxygen equipment</b>                       | [all categories] <ul style="list-style-type: none"> <li>• requires               <ul style="list-style-type: none"> <li>○ demand valve and/or free flow systems</li> <li>○ selection of face masks</li> <li>○ fitting regulator to cylinder</li> <li>○ flow rates</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                          |
| <b>Oxygen use standards</b>                   | [all categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>• with respect to             <ul style="list-style-type: none"> <li>○ equipment modifications</li> <li>○ explosion</li> <li>○ fire</li> <li>○ handling</li> <li>○ charging</li> <li>○ testing</li> </ul> </li> </ul>                                                                                                                                                   |
| <b>Rescues</b>                      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• ascent</li> <li>• searches</li> <li>• equipment removal</li> <li>• rescuee breathing</li> <li>• tows</li> <li>• calling expert assistance</li> <li>• exits</li> <li>• Cardio-pulmonary resuscitation (CPR)</li> <li>• First aid to occupational health and safety (OH&amp;S) standard</li> </ul>                                              |
| <b>Simulated dive incidents</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• near drowning</li> <li>• hypothermia</li> <li>• cramps</li> <li>• exhaustion</li> <li>• decompression illnesses</li> <li>• panic</li> <li>• barotrauma</li> <li>• shallow water blackout</li> <li>• nitrogen narcosis</li> <li>• contaminated air</li> <li>• minor aquatic life injuries</li> <li>• respiratory and cardiac arrest</li> </ul> |
| <b>Underwater search techniques</b> | <p>[three categories]</p> <ul style="list-style-type: none"> <li>• linear</li> <li>• circular</li> <li>• U pattern</li> <li>• jack stay</li> <li>• expanding square</li> </ul>                                                                                                                                                                                                                                 |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of emergency management procedures in a diving context</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>successfully rescue self and others in the range of simulated situations possible in a diving context</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete open water specialty dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRXEMR003A Administer oxygen in an emergency situation</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>other specialty diving unit</li> <li>SRXEMR001A Respond to emergency situations</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Australian Resuscitation Council Policy Statements for cardio pulmonary resuscitation (CPR) and First Aid</li> <li>Dangerous Goods Regulations (Class 2 – Gases)</li> <li>Occupational health and safety (OH&amp;S) legislation and requirements regarding the use and administration of oxygen and care of oxygen equipment</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> <li>Problem solving in emergency situations</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable locations for diving</li> <li>scuba equipment</li> <li>resuscitation and rescue equipment</li> <li>navigation equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB007A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as performing simulated rescues in the range of scenarios, this unit 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 rescue diving</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>Competency must be demonstrated whilst participating in actual diving activities using simulated incidents</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on rescuee and developing a rescue plan</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning possible rescue strategies</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating oxygen flow rates</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                  |
|------------|----------------------------------|
| SROSCB008A | INSPECT AND FILL SCUBA CYLINDERS |
|            |                                  |
| SCB        | Scuba                            |

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

This unit covers the knowledge and skills to conduct visual inspections of scuba cylinders and fill scuba diving cylinders.

| ELEMENT                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Inspect the exterior of a scuba cylinder</b>                       | 1.1 Ensure exterior inspection complies with <b>Australian Standards</b><br>1.2 Ensure <b>exterior inspection</b> meets industry criteria<br>1.3 Document cylinder owner and inspection station details according to industry criteria                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>2 Inspect the interior of a scuba cylinder</b>                       | 2.1 Ensure <b>interior inspection</b> equipment and procedures meet industry criteria<br>2.2 Establish parameters for failure according to <b>Australian Standards</b><br>2.3 Demonstrate correct cleaning and drying procedures<br>2.4 Demonstrate correct re-valving<br>2.5 Document customer and station details                                                                                                                                                                                                                                                                                                             |
| <b>3 Use a high pressure compressor to fill scuba cylinders</b>         | 3.1 Operate the compressor according to industry criteria<br>3.2 Identify the <b>operation and maintenance</b> procedures according to manufacturers specifications<br>3.3 Demonstrate procedures for identifying complying and non-complying cylinders prior to filling<br>3.4 Demonstrate compressor maintenance according to manufacturers specifications<br>3.5 Test air purity regularly, ensuring air purity meets or exceeds industry standards                                                                                                                                                                          |
| <b>4 Fill a high pressure cylinder designed for use in scuba diving</b> | 4.1 Identify storage and handling procedures for cylinders that align to industry criteria<br>4.2 Demonstrate inspection of the cylinder for compliance to industry criteria<br>4.3 Demonstrate inspection of the cylinder for compliance to industry criteria<br>4.4 Restrain the cylinder to prevent toppling or spinning<br>4.5 Operate the valves, to fill a scuba cylinder, in accordance with manufacturers specifications and <b>Australian Standards</b><br>4.6 Perform leak testing according to <b>Australian Standards</b><br>4.7 Complete documentation in compliance with <b>Australian Standards</b> 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                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Australian Standards</b>      | [all categories] <ul style="list-style-type: none"> <li>• filling scuba cylinders, AS 3848.2 - 1999</li> <li>• inspecting and testing scuba cylinders, AS 2030.1 - 1999</li> </ul>                                                                                                                                                                     |
| <b>Exterior inspection</b>       | [all categories] <ul style="list-style-type: none"> <li>• attachments</li> <li>• compliance and/or non-compliance</li> <li>• LAB number</li> <li>• paint condition</li> <li>• approved marks</li> <li>• surface damage</li> <li>• corrosion</li> <li>• pass/fail</li> </ul>                                                                            |
| <b>Interior inspection</b>       | [all categories] <ul style="list-style-type: none"> <li>• vice and/or clamp system</li> <li>• valve removal</li> <li>• interior inspection equipment</li> <li>• reference documents</li> <li>• interior condition</li> <li>• cleaning</li> <li>• drying</li> <li>• recording results</li> </ul>                                                        |
| <b>Operation and maintenance</b> | [all categories] <ul style="list-style-type: none"> <li>• compressor installation</li> <li>• air intake</li> <li>• drive unit</li> <li>• lubricants</li> <li>• filter materials</li> <li>• run-up procedures</li> <li>• guarding</li> <li>• isolation</li> <li>• over-pressure devices</li> <li>• safety to users and members of the public</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of hazards and the factors affecting the visual inspection and filling of dive cylinders</li> <li>• Assessment of performance should be over the inspection and filling of a minimum of three (3) different dive cylinders covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ apply knowledge to conduct safe visual inspections of scuba cylinders</li> <li>○ complete visual inspections of scuba cylinders to meet industry technical and safety criteria</li> <li>○ apply knowledge to safely fill dive cylinders</li> <li>○ successfully fill dive cylinder to meet industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                    |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Australian Standards AS 3848.2-1999 and AS 2030.1-1999</li> <li>○ Industry criteria relating to inspecting and filling scuba cylinders</li> <li>○ Industry standards relating to air purity</li> <li>○ Operation and maintenance procedures for high pressure gas compressors</li> <li>○ Handling and storage procedures for scuba cylinders</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Ability to handle and manoeuvre scuba cylinders</li> <li>○ Ability to operate high pressure gas compressor</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ a variety of scuba cylinders in various conditions</li> <li>○ scuba cylinder inspection equipment (eg, vice/clamp, spanners)</li> <li>○ equipment for filling scuba cylinders</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSCB011A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as covering the various types and conditions of cylinders, this unit must be assessed over the inspection and filling of a minimum of (3) different cylinders in order to ensure consistency of performance over the Range Statements and contexts applicable to inspecting and filling dive cylinders</li> </ul>                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency must be demonstrated whilst inspecting and filling actual scuba cylinders</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1                               | 1                          | -                           | 2                                   | -              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on standards as they apply to scuba cylinders</li> <li>• <b>Communicating ideas and information</b> - Informing clients of the condition of their scuba cylinders</li> <li>• <b>Planning and organising activities</b> - Organising a schedule for inspection and filling of cylinders</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Determining amount of gas to fill cylinders with</li> <li>• <b>Solving problems</b> - Not applicable</li> <li>• <b>Using technology</b> - Using equipment to determine condition of scuba cylinders</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                                      |
|------------|------------------------------------------------------|
| SROSCB009A | FILL SCUBA CYLINDERS WITH ENRICHED AIR NITROX (EANX) |
|            |                                                      |
| SCB        | Scuba                                                |

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

This unit covers the knowledge and skills to prepare to fill cylinders used in scuba diving with EANx, and fill high pressure cylinders designed for use in scuba diving with EANx to a maximum of 40% oxygen.

| ELEMENT                                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare to fill cylinders used in scuba with EANx</b>               | 1.1 Demonstrate inspection of the cylinder for compliance to industry EANx guidelines<br>1.2 Conduct filling operation and maintain filling equipment to meet manufacturers specifications and approved Code of Practice for EANx operations<br>1.3 Ensure air purity meets or exceeds industry standards                                                                                                                                                                        |
| <b>2 Fill high pressure cylinder designed for use in scuba with EANx</b> | 2.1 Identify <b>key elements</b> of filling cylinders with EANx<br>2.2 Identify fill pressure and set control devices accordingly<br>2.3 Restrain the cylinder being filled to prevent topping or spinning<br>2.4 Operate valves to fill a scuba cylinder in accordance with manufacturers specifications and <b>Australian Standards</b><br>2.5 Perform leak testing according to <b>Australian Standards</b><br>2.6 <b>Document EANx</b> in compliance with industry 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                                                                                                                                                                                                                             |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Australian Standards</b> | [all categories] <ul style="list-style-type: none"><li>• filling scuba cylinders, AS 3848.2 - 1999</li><li>• inspecting and testing scuba cylinders, AS 2030.1 - 1999</li></ul>                                                        |
| <b>Document EANx</b>        | [all categories] <ul style="list-style-type: none"><li>• blend percentage analysis and verification</li><li>• customer documentation</li></ul>                                                                                         |
| <b>Key elements</b>         | [all categories] <ul style="list-style-type: none"><li>• maximum 40% oxygen</li><li>• filter materials</li><li>• use of oxygen analyser</li><li>• purity standards</li><li>• documentation</li><li>• operator qualifications</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards and the factors affecting filling dive cylinders with EANx</li> <li>Assessment of performance should be over the filling of a minimum of three (3) different dive cylinders with EANx covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge to safely fill dive cylinders with EANx</li> <li>successfully fill dive cylinder with EANx to meet industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB008A Inspect and fill scuba cylinders</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Australian Standards AS 3848.2-1999 and AS 2030.1-1999</li> <li>Industry criteria relating to the filling of scuba cylinders with EANx</li> <li>Industry standards relating to air purity</li> <li>Operation and maintenance procedures for high pressure gas compressors</li> <li>Handling and storage procedures for scuba cylinders</li> <li>Gas blending standards</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to handle and manoeuvre scuba cylinders</li> <li>Ability to operate high pressure gas compressor</li> <li>Documentation skills to record gas blends</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>a variety of scuba cylinders to fill</li> <li>equipment for filling scuba cylinders with EANx</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB009A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"><li>• Due to issues such as covering the various types of cylinders, this unit must be assessed over the filling of a minimum of three (3) different cylinders with EANx, in order to ensure consistency of performance over the Range Statements and contexts applicable to filling dive cylinders with EANx</li></ul>                                                                                                                                                                                                                                                            |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"><li>• Competency must be demonstrated whilst filling actual scuba cylinders with EANx</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on standards as they apply to scuba cylinders</li> <li>• <b>Communicating ideas and information</b> - Ensuring cylinders are filled with the correct blend of gas</li> <li>• <b>Planning and organising activities</b> - Organising a schedule for the filling of cylinders</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Determining amount and blend of gas to fill cylinders with</li> <li>• <b>Solving problems</b> - Not applicable</li> <li>• <b>Using technology</b> - Using equipment to fill scuba cylinders with EANx</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                    |
|------------|--------------------|
| SROSCB010A | GUIDE A SCUBA DIVE |
|            |                    |
| SCB        | Scuba              |

**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 scuba diving activity.**

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan a scuba diving activity for clients</b>              | 1.1 Establish the skill level, experience and medical fitness of each member of the group<br>1.2 Establish attainable group objectives<br>1.3 Select suitable site for scuba diving to suit abilities and objectives of the group<br>1.4 Obtain and interpret weather information for local conditions of the activity<br>1.5 Obtain permits or permission for access where necessary<br>1.6 Ensure correct guide/client ratios are met, according to operational procedures<br>1.7 Prepare a checklist of client's personal equipment requirements for use prior to the day<br>1.8 Assess, minimise and eliminate <b>hazards</b> , where possible whilst forming a risk management plan<br>1.9 Identify the most appropriate type of supervision, i.e., in-water or land-based, in accordance with relevant diving Occupational Health and Safety (OH&S) legislation, the requirements stipulated by recognised international diving agencies, and the particular dive site and prevailing environmental conditions<br>1.10 Establish the need for a dive lookout and/or above-water dive supervisor in accordance with relevant diving Occupational Health and Safety (OH&S) legislation and/or the requirements stipulated by recognised international diving agencies |
| <b>2 Ensure appropriate equipment is selected for the dive</b> | 2.1 Supervise selection of <b>equipment</b> , ensuring it is safe and suitable in light of the <b>contextual issues</b><br>2.2 Ensure <b>equipment</b> is fitted and adjusted correctly<br>2.3 Check <b>safety and rescue equipment</b> to ensure suitability to the group and the dive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>3 Brief clients</b>                                         | 3.1 Communicate the aim of the guided activity to the clients<br>3.2 Communicate <b>logistical details</b> to clients<br>3.3 Brief divers on safe diving practices relevant to the dive site, dive conditions and planned dive activity<br>3.4 Provide clear and concise direction and advice to divers including non-English speaking divers before and during the dive<br>3.5 Establish verbal and non-verbal <b>communication system</b> for use during scuba dive and ensure that all clients understand system(s)<br>3.6 Encourage feedback and questioning from group members                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>4 Maintain physical welfare of group</b>                    | 4.1 Assess capabilities of group members on the day<br>4.2 Monitor individual client's performance and needs<br>4.3 Monitor environmental conditions<br>4.4 Monitor weather conditions immediately prior to the dive and adjust the plan, if necessary<br>4.5 Evaluate implications of weather signs on scuba diving plans<br>4.6 Implement appropriate modifications to activity in regard to all variable factors that are monitored                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | 4.7 Apply risk management plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>5 Lead a scuba diving activity safely</b>          | 5.1 Apply <b><i>in-water supervision</i></b> techniques to maintain safety and to achieve the planned objectives of the dive<br>5.2 Identify interesting underwater features and aquatic life for the enjoyment of the group<br>5.3 Provide positive encouragement and empathy<br>5.4 Manage the actions of the group to maintain the safest situation<br>5.5 Recognise and resolve conflict situations<br>5.6 Identify a variety of potential <b><i>hazards</i></b> and respond accordingly to any emergency or non-routine situation                                             |
| <b>6 Conduct activity in a professional manner</b>    | 6.1 Avoid contentious issues in general conversation<br>6.2 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words<br>6.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals<br>6.4 Debrief the dive with the clients to discuss habitat, environment, diver actions, positive feedback, and suggestions for performance improvement                                                                                                                              |
| <b>7 Complete pre- and post-dive responsibilities</b> | 7.1 Ensure all divers are accounted for immediately after the dive<br>7.2 Ensure equipment is correctly accounted for, inspected, washed, and stored (or retired) in accordance with accepted industry practice and/or enterprise requirements<br>7.3 Seek client feedback regarding all aspects of the dive activity for evaluation and improvement purposes<br>7.4 Ensure dive safety logs are completed before and after the dive in accordance with relevant diving Occupational Health and Safety (OH&S) legislation and/or the requirements of international diving agencies |

## Range Statements

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

| RANGE STATEMENT             | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication system</b> | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• hand signals</li> <li>• recall system</li> <li>• aural communication</li> <li>• dive flags</li> <li>• dive recall flags</li> <li>• marine radios or telephones</li> <li>• diving slate and pencil</li> <li>• dive site maps</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| <b>Contextual issues</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• season</li> <li>• weather</li> <li>• time of day</li> <li>• surface conditions</li> <li>• features of dive including depth, currents</li> <li>• age of clients</li> <li>• medical fitness of clients</li> <li>• physical characteristics of clients, eg, size, shape, weight</li> <li>• experience of clients</li> <li>• number of staff</li> <li>• safety requirements</li> <li>• personal experience</li> <li>• personal requirements</li> </ul>                                                                                                      |
| <b>Equipment</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• diving equipment               <ul style="list-style-type: none"> <li>○ wetsuit/dry suit</li> <li>○ bottom timer</li> <li>○ submersible pressure gauge (SPG)</li> <li>○ whistle</li> <li>○ mask</li> <li>○ boots</li> <li>○ fins</li> <li>○ snorkel</li> <li>○ buoyancy control device (BCD)</li> <li>○ weights</li> <li>○ regulator</li> <li>○ air/gas cylinder</li> <li>○ knife</li> <li>○ compass or as specified by relevant diving Occupational Health and Safety (OH&amp;S) legislation, or the requirements stipulated by</li> </ul> </li> </ul> |



|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p>recognised international diving agencies)</p> <ul style="list-style-type: none"> <li>specialist diving equipment <ul style="list-style-type: none"> <li>lighting systems</li> <li>back-up lighting systems</li> <li>lift bag</li> <li>reels</li> <li>underwater slates</li> <li>catch bags</li> <li>other diving equipment relevant to the activity and prevailing environmental conditions</li> </ul> </li> <li>suitable clothing and footwear for pre/post-dive</li> </ul> |
| <b>Hazards</b>                     | <p>[all categories applicable to assessment location]</p> <ul style="list-style-type: none"> <li>may include <ul style="list-style-type: none"> <li>boat traffic</li> <li>changing surface weather conditions</li> <li>phobias</li> <li>hazardous fauna</li> <li>darkness/poor visibility</li> <li>water depth</li> <li>decompression</li> <li>entanglement</li> <li>current/surges</li> </ul> </li> </ul>                                                                      |
| <b>In-water supervision</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>includes, but not limited to <ul style="list-style-type: none"> <li>monitoring divers air</li> <li>ensuring planned bottom times aren't exceeded</li> <li>ensuring divers don't get separated or run low on air</li> </ul> </li> </ul>                                                                                                                                                                           |
| <b>Logistical details</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>objective/nature of the dive</li> <li>safety procedures</li> </ul>                                                                                                                                                                                                                                                                                                                                               |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>first aid kit</li> <li>oxygen</li> <li>communication system</li> <li>diver retrieval system</li> <li>diver recall system</li> <li>current (mermaid) lines</li> <li>spare mask</li> <li>lift bag and line</li> <li>dive flags</li> <li>rescue boards</li> </ul>                                                                                                                                                   |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of guiding a scuba dive with clients, in the workplace</li> <li>• 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 scuba diving activity</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>○ conduct scuba diving activities at a number of different locations to suit                   <ul style="list-style-type: none"> <li>▪ different types of client groups/client needs</li> <li>▪ different activity aims</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                             |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSCB007A Perform diver rescues</li> <li>○ SROODR005A Guide outdoor recreation sessions</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> <li>○ SRXEMR002A Coordinate emergency response</li> <li>○ SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance</li> <li>○ Relevant state legislation impacting on underwater activities</li> <li>○ Accepted industry best practice or recommendations as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts</li> <li>○ Manufacturer's design specifications and recommendations for equipment use</li> <li>○ Underwater navigation</li> <li>○ No-decompression limits</li> <li>○ Physics and physiology relevant to multilevel diving</li> <li>○ Deep diving hazards and first aid problems</li> <li>○ Technical diving/equipment knowledge</li> <li>○ Equipment usage in rescue situations</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Selection and use of equipment for diving</li> <li>○ Location knowledge</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Personal diving skills to a high level of technical correctness</li> <li>○ Decision making to tailor activity to meet groups needs</li> <li>○ Observation to maintain group control</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                   | <ul style="list-style-type: none"> <li>○ Problem solving to eliminate/minimise hazards</li> <li>○ Use of rescue equipment</li> <li>○ First aid skills appropriate to location</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ a scuba diving site suitable for the client group</li> <li>○ personal clothing</li> <li>○ organisation policy and procedures</li> <li>○ scuba diving equipment</li> <li>○ food and water</li> <li>○ rescue equipment</li> <li>○ safety equipment</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit, i.e., SROSCB010A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 scuba diving trip with clients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment, this unit of competency may be assessed over a combination of training and instructional sessions. Training must be conducted with real clients (not peers), while instructional sessions must be conducted with peers simulating a realistic instructional session and should be conducted without intervention by the assessor to comply with internationally recognised training and assessment standards</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information for the proposed activity</li> <li>• <b>Communicating ideas and information</b> - Briefing clients on procedures during activity</li> <li>• <b>Planning and organising activities</b> - Planning sequencing for the activity</li> <li>• <b>Working with teams and others</b> - Working with client groups and other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating amount of equipment required</li> <li>• <b>Solving problems</b> - Dealing with any injuries that may occur during the activity</li> <li>• <b>Using technology</b> - Using a dive computer to monitor dive time</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                               |
|------------|-----------------------------------------------|
| SROSCB011A | COMPLETE HYDROSTATIC TESTS OF SCUBA CYLINDERS |
| SCB        | Scuba                                         |

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

This unit covers the knowledge and skills to complete hydrostatic tests of cylinders used in conjunction with scuba diving.

| ELEMENT                                                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Use and maintain hydrostatic testing station, plant and equipment</b>                           | 1.1 Identify <b>elements</b> of hydrostatic testing station, plant, and equipment<br>1.2 Ensure selected test station equipment complies with Dangerous Goods Regulations<br>1.3 Prepare a Station Procedures Manual that complies with <b>Australian Standards</b> requirements<br>1.4 Maintain and calibrate equipment ensuring compliance with Dangerous Goods Regulations                                                                                                                       |
| <b>2 Conduct hydrostatic cylinder test to industry criteria</b>                                      | 2.1 Conduct interior and exterior inspection in compliance with <b>Australian Standards</b><br>2.2 Complete testing procedures in accordance with <b>Australian Standards</b><br>2.3 Ensure the cylinder is drained, dried, re-valved, and stamped in accordance with <b>Australian Standards</b><br>2.4 Complete test report and attach a customer copy to cylinder as proof of results of total test<br>2.5 Complete testing documentation according to industry criteria, and attach to cylinder |
| <b>3 Meet assessment criteria during audit of station and signatories to regulatory requirements</b> | 3.1 Conduct a practical assessment of signatory ensuring compliance with <b>Australian Standards</b><br>3.2 Conduct a theoretical assessment of test station operators ensuring compliance with <b>Australian Standards</b><br>3.3 Complete a station audit by way of a check sheet that complies with <b>Australian Standards</b> criteria                                                                                                                                                         |

## Range Statements

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

| RANGE STATEMENT             | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Australian Standards</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• inspecting and testing scuba cylinders, AS 2030.1-1999</li> <li>• gas cylinder test stations, AS 2337.1-1999</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Elements</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• site layout</li> <li>• lighting</li> <li>• drainage</li> <li>• cleanliness</li> <li>• library of standards</li> <li>• test rig</li> <li>• spanners</li> <li>• measuring equipment</li> <li>• restraining equipment</li> <li>• inspection equipment</li> <li>• weighing apparatus</li> <li>• test documents</li> <li>• recalibrations</li> <li>• calibration records</li> <li>• authorised stamp</li> <li>• cleaning materials</li> <li>• drying</li> <li>• 'o' rings</li> <li>• lubricants</li> <li>• relief devices</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of hazards and the factors affecting hydrostatic tests of scuba cylinders</li> <li>• Assessment of performance should be over a minimum of three (3) hydrostatic tests of different scuba cylinders covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ apply knowledge to conduct safe hydrostatic tests of scuba cylinders</li> <li>○ complete hydrostatic tests of scuba cylinders to meet industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSCB009A Fill SCUBA with Enriched Air Nitrox (EANx)</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Australian Standards AS 3848.2-1999 and AS 2030.1-1999</li> <li>○ Knowledge of standards and regulations that apply to the operation of a hydrostatic testing station</li> <li>○ Operating procedures for hydrostatic testing equipment</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Ability to handle and manoeuvre scuba cylinders</li> <li>○ Ability to operate hydrostatic testing equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ a variety of scuba cylinders in various conditions</li> <li>○ scuba cylinder hydrostatic measuring, restraining and inspection equipment</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit, i.e., SROSCB011A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Consistency in performance</b> | <ul style="list-style-type: none"><li>• Due to issues such as covering the various types of damage and disrepair, this unit must be assessed over a minimum of three (3) hydrostatic tests on different scuba cylinders, in order to ensure consistency of performance over the Range Statements and contexts applicable to hydrostatic testing of scuba cylinders</li></ul>                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"><li>• Competency must be demonstrated whilst participating in actual hydrostatic testing of scuba cylinders</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| 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                          | -                           | 3                                   | -              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on standards as they apply to scuba cylinders</li> <li>• <b>Communicating ideas and information</b> - Informing clients of the condition of their scuba cylinders</li> <li>• <b>Planning and organising activities</b> - Organising a schedule for inspection and filling of cylinders</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Determining amount of gas to fill cylinders with</li> <li>• <b>Solving problems</b> - Not applicable</li> <li>• <b>Using technology</b> - Using equipment to determine condition of scuba cylinders</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                        |
|------------|----------------------------------------|
| SROSCB012A | PERFORM ADVANCED EQUIPMENT MAINTENANCE |
|            |                                        |
| SCB        | Scuba                                  |

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

This unit covers the knowledge and skills to perform an advanced level of operation and maintenance of scuba equipment. It does not cover advanced equipment repair.

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                        |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Demonstrate knowledge of scuba equipment</b>      | 1.1 Identify items of <i>scuba equipment</i> (including <i>instrumentation, diving accessories</i> , and <i>specialty diving equipment</i> ) and explain purpose and operation of each item |
| <b>2 Operate and maintain items of scuba equipment</b> | 2.1 Demonstrate operation, maintenance and <i>minor repair</i> procedures to items of <i>scuba equipment</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                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Diving accessories</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• diving knives and tools</li> <li>• plastic dive tables and dive planners</li> <li>• log books</li> <li>• slates</li> <li>• equipment bags and carrying systems</li> <li>• dive bag and float</li> </ul>                                                                     |
| <b>Instrumentation</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• bourdon tube, open/closed</li> <li>• capillary style gauges</li> <li>• diaphragm gauges</li> </ul>                                                                                                                                                                          |
| <b>Minor repair</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• minor repairs to exposure suits</li> <li>• patching a buoyancy control device (BCD)</li> <li>• regulator overhaul</li> </ul>                                                                                                                                                |
| <b>Scuba equipment</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• masks, snorkels and fins</li> <li>• exposure suits</li> <li>• buoyancy control devices (BCD's)</li> <li>• weight systems and weights</li> <li>• cylinders/valves</li> <li>• regulators</li> <li>• alternate air sources</li> </ul>                                          |
| <b>Specialty diving equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• underwater lights</li> <li>• battery types</li> <li>• primary lights</li> <li>• backup lights</li> <li>• underwater imaging systems</li> <li>• hunting and collecting equipment</li> <li>• search and recovery tools</li> <li>• other specialty diving equipment</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the operation and maintenance of common items of scuba equipment</li> <li>• Assessment of performance should be over the operation and maintenance of a range of scuba equipment, as listed in the Range Statements</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ perform recommended care, storage and maintenance of scuba equipment on a routine basis</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROSCB001A Scuba dive in open water to a maximum depth of 18 metres</li> <li>○ SROSCB008A Inspect and fill scuba cylinders</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Knowledge of limitations of training</li> <li>○ Sources of further training, eg, equipment repair courses</li> <li>○ Operation and maintenance of scuba equipment including inspection and filling of cylinders</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Care and maintenance of masks, snorkels and fins</li> <li>○ Assembling a spare parts kit</li> <li>○ Minor repairs to exposure suits</li> <li>○ Checking a buoyancy control device (BCD) for leaks</li> <li>○ Packing a dive bag for travel</li> <li>○ Riggering a dive float and flag</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a range of scuba equipment, accessories, instruments and specialised scuba diving equipment</li> <li>○ tools and equipment to conduct maintenance and basic repairs</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit, i.e., SROSCB012A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as covering the various types of equipment in various conditions, this unit must be assessed over the operation and maintenance of a range of scuba equipment, as listed in the Range Statements, in order to ensure consistency of performance over the Range Statements and contexts applicable to operating and maintaining scuba equipment</li> </ul>                                                                                                                                                                                                              |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>Competency must be demonstrated whilst participating in actual maintenance of scuba equipment</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |                            |                             |                                     |                |                |
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| 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                                   | -              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on standards as they apply to scuba equipment</li> <li>• <b>Communicating ideas and information</b> - Informing clients of the condition of their scuba equipment</li> <li>• <b>Planning and organising activities</b> - Organising a schedule for maintenance of equipment</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Testing and measuring equipment</li> <li>• <b>Solving problems</b> - Not applicable</li> <li>• <b>Using technology</b> - Using instruments to determine condition of scuba equipment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| SROSCB013A | INSTRUCT SCUBA DIVING SKILLS |
|            |                              |
| SCB        | Scuba                        |

**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 an open water scuba diving activity. This unit does not include the instruction of specialised scuba diving skills.

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan an instructional session for teaching scuba diving skills</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 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)<br>1.4 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.5 Determine a suitable <b>sequence</b> of instruction<br>1.6 Determine resources required to conduct instructional activities, games and drills<br>1.7 Provide relevant pre-activity information to clients<br>1.8 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session<br>1.9 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 |
| <b>2 Select appropriate resources required to teach scuba diving skills</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>3 Introduce an instructional scuba diving session</b>                    | 3.1 Communicate the aim of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency<br>3.5 Explain communication systems and relevant calls or signals used whilst participating in scuba diving and determine client level of understanding in their use<br>3.6 Define activity boundaries/training area and/or clearly outline to the clients                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>4 Conduct an instructional scuba diving session</b>                    | 4.1 Monitor individual client's performance in instructional activities<br>4.2 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment<br>4.3 Ensure instructional activity allows for repetition of skills<br>4.4 Evaluate instructional activities for effectiveness and implement modifications when required<br>4.5 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.<br>4.6 Monitor <b>equipment</b> usage, behaviour and location of clients in order to ensure safety |
| <b>5 Apply appropriate teaching techniques for a scuba diving session</b> | 5.1 Communicate instructions and information clearly and concisely<br>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description<br>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points<br>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults<br>5.5 Provide adequate time for practice, following fault correction and feedback<br>5.6 Explain activities, drills or techniques which may improve skills                                                                                                          |
| <b>6 Teach required knowledge that applies to a scuba diving activity</b> | 6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or physical and physiological principles relevant to scuba diving and achievement of competency, in a manner which promotes interest and client understanding<br>6.2 Assess client's level of understanding via questioning techniques and/or formal assessment                                                                                                                                                                                                                                                                                                                                                |
| <b>7 Teach scuba diving skills</b>                                        | 7.1 Explain and demonstrate key points of technique or skill<br>7.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results<br>7.3 Identify different applications of skill or technique, and where it is applicable/not applicable<br>7.4 Provide opportunities for clients to practice skills or techniques<br>7.5 Assess clients to determine poor or incorrect technique and provide feedback<br>7.6 Provide opportunities for additional practice, where required                                                                                                                                                                                |
| <b>8 Communicate further scuba diving knowledge</b>                       | 8.1 Inform clients of locations, suitable to their skill level, for participating in scuba diving<br>8.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>8.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                     |
| <b>9 Conclude and evaluate the scuba diving instructional session</b>     | 9.1 Ensure <b>equipment</b> is correctly washed, stored and accounted for in accordance with accepted industry practice<br>9.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor<br>9.3 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<br>9.4 Determine modifications to activities and delivery method(s), based on evaluations<br>9.5 Evaluate the suitability of <b>other related factors</b>                                                   |



## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• diving equipment <ul style="list-style-type: none"> <li>○ wetsuit/dry suit</li> <li>○ bottom timer</li> <li>○ submersible pressure gauge (SPG)</li> <li>○ whistle</li> <li>○ mask</li> <li>○ boots</li> <li>○ fins</li> <li>○ snorkel</li> <li>○ buoyancy control device (BCD)</li> <li>○ weights</li> <li>○ regulator</li> <li>○ air/gas cylinder</li> <li>○ knife</li> <li>○ compass or as specified by relevant diving Occupational Health and Safety (OH&amp;S) legislation, or the requirements stipulated by recognised international diving agencies)</li> </ul> </li> <li>• specialist diving equipment <ul style="list-style-type: none"> <li>○ lighting systems</li> <li>○ back-up lighting systems</li> <li>○ lift bag</li> <li>○ reels</li> <li>○ underwater slates</li> <li>○ catch bags</li> <li>○ other diving equipment relevant to the activity and prevailing environmental conditions</li> </ul> </li> <li>• suitable clothing and footwear for pre/post-dive</li> </ul> |
| <b>Hazards</b>               | <p>[all categories applicable to assessment location]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ boat traffic</li> <li>○ changing surface weather conditions</li> <li>○ phobias</li> <li>○ hazardous fauna</li> <li>○ darkness/poor visibility</li> <li>○ water depth</li> <li>○ decompression</li> <li>○ entanglement</li> <li>○ current/surges</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                        | <ul style="list-style-type: none"> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                                                                                                                                                                                                                       |
| <b>Other resources</b> | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include             <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable location for teaching of unit(s)</li> </ul> </li> </ul>                                                                                                                                                                                                                                     |
| <b>Sequence</b>        | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include             <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> <li>○ known to unknown</li> <li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li> <li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li> <li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li> <li>○ orientate, enhance, synthesise</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a scuba diving instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• Assessment of performance should be over a minimum of five (5) different occasions with a diversity of client groups covering the prescribed number of categories from the Range Statements that are applicable to instructing scuba diving skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate scuba diving techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for scuba diving as per relevant course outcomes</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ SROSCB010A Guide a scuba dive</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of scuba diving, eg, occupational health and safety (OH&amp;S), land and water management authorities, local government</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of scuba diving skills</li> <li>○ An advanced level of                   <ul style="list-style-type: none"> <li>▪ physics of diving</li> <li>▪ physiology of diving</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                              | <ul style="list-style-type: none"> <li>▪ decompression theory</li> <li>▪ diving environment</li> <li>▪ first aid</li> <li>▪ diving medicine</li> <li>▪ rescue and emergency procedures</li> <li>▪ diving equipment</li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing scuba diving</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Scuba diving skills to demonstrate and correct technique</li> <li>○ Observation and interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b> | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ diving equipment                   <ul style="list-style-type: none"> <li>▪ wetsuit/dry suit</li> <li>▪ bottom timer</li> <li>▪ submersible pressure gauge (SPG)</li> <li>▪ whistle</li> <li>▪ mask</li> <li>▪ boots</li> <li>▪ fins</li> <li>▪ snorkel</li> <li>▪ buoyancy control device (BCD)</li> <li>▪ weights</li> <li>▪ regulator</li> <li>▪ air/gas cylinder</li> <li>▪ knife</li> <li>▪ compass or as specified by relevant diving Occupational Health and Safety legislation or the requirements stipulated by recognised international diving agencies</li> </ul> </li> <li>○ specialist diving equipment                   <ul style="list-style-type: none"> <li>▪ lighting systems</li> <li>▪ back-up lighting systems</li> <li>▪ lift bag</li> <li>▪ reels</li> <li>▪ underwater slates</li> <li>▪ catch bags</li> <li>▪ other diving equipment relevant to the activity and prevailing environmental conditions</li> </ul> </li> <li>○ suitable clothing and footwear for pre/post-dive</li> <li>○ first aid kit</li> <li>○ instructional tools                   <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSCB015A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A,</li> </ul> </li> </ul> |

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|                                   | <p>SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</p> <ul style="list-style-type: none"> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the complexity of instructing scuba and the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of five (5) different occasions with a diversity of client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing scuba diving skills</li> <li>• Assessment must be rigorous to ensure the learner has a sound understanding of the required knowledge, and should occur in a variety of environments including classroom, controlled conditions, eg, swimming pool, and open water</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment, this unit of competency must be assessed whilst the learner is conducting instructional sessions with real clients (not peers) under the supervision of the trainer. Assessment should also be conducted whilst the learner is conducting instructional sessions with peers simulating a realistic instructional session and should be conducted without intervention by the assessor to comply with internationally recognised standards</li> <li>• The assessment context may include hazards (such as those identified in the Range Statements) that may foreseeably exist at the dive site. However, associated risks must be minimised through the application of appropriate risk management strategies to ensure the safety of all participants</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| SROSCB014A | DEMONSTRATE TECHNICAL DIVING |
|            |                              |
| SCB        | Scuba                        |

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

This unit covers the knowledge and skills to plan and make no stop dives and extended no stop dives using air and enriched air (up to 60 per cent oxygen) to a maximum depth of 40m, in conditions comparable to, or better than those in which training/experience has occurred.

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare for technical dives</b> | 1.1 Prepare <b>technical diving plans</b> that establish no stop limits<br>1.2 Account for <b>environmental variables</b> when developing dive plans<br>1.3 Ensure <b>technical diving plans</b> meet <b>industry standards</b><br>1.4 Develop an appropriate <b>gas plan</b><br>1.5 Identify, and develop strategies to avoid, <b>hazards</b><br>1.6 Develop accident management strategies to address potential <b>emergencies</b> , demonstrating consideration of local procedures<br>1.7 Assemble and inspect the basic technical diving rig |
| <b>2 Perform technical dives</b>     | 2.1 Demonstrate correct technical diving <b>techniques and procedures</b><br>2.2 Demonstrate correct hand signals<br>2.3 Demonstrate efficient and effective responses to <b>emergencies</b>                                                                                                                                                                                                                                                                                                                                                      |
| <b>3 Complete technical dive</b>     | 3.1 Review performance during dive<br>3.2 Disassemble and stow <b>equipment</b> correctly<br>3.3 Complete dive log                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Range Statements

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

| RANGE STATEMENT                | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Emergencies</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes, but is not limited to               <ul style="list-style-type: none"> <li>○ no gas</li> <li>○ regulator free flow</li> <li>○ manifold failure</li> <li>○ Buoyancy Control Device (BCD) failure</li> <li>○ oxygen toxicity</li> <li>○ dive computer failure/lost slate and/or dive tables</li> <li>○ hypoxia</li> <li>○ hyperoxia</li> <li>○ pulmonary toxicity</li> <li>○ carbon dioxide</li> <li>○ central nervous toxicity</li> <li>○ toxicity in dive partner</li> <li>○ lost bottom gas</li> <li>○ catastrophic gas loss</li> </ul> </li> </ul>                                                                                                                                                                                                                                                    |
| <b>Environmental variables</b> | <p>[all categories that apply to the location of training]</p> <ul style="list-style-type: none"> <li>• current</li> <li>• visibility</li> <li>• temperature</li> <li>• waves</li> <li>• hazardous marine animals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Equipment</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes, but is not limited to               <ul style="list-style-type: none"> <li>○ exposure suits</li> <li>○ mask</li> <li>○ fins</li> <li>○ weight systems</li> <li>○ buoyancy control device (BCD) and harness</li> <li>○ instrumentation (eg, multigas computers)</li> <li>○ gas related equipment                   <ul style="list-style-type: none"> <li>▪ regulators</li> <li>▪ cylinders and valves</li> <li>▪ dual valves</li> <li>▪ din yoke K and T</li> <li>▪ isolation manifold regulator</li> <li>▪ stage systems and their configurations</li> <li>▪ hose configurations and methods of control</li> <li>▪ decompression gas supply systems</li> </ul> </li> <li>○ accessories including                   <ul style="list-style-type: none"> <li>▪ snorkel</li> </ul> </li> </ul> </li> </ul> |



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <ul style="list-style-type: none"> <li>▪ spare mask</li> <li>▪ lift bag and reel</li> <li>▪ slate</li> <li>▪ jon line</li> <li>▪ pockets and clips</li> <li>▪ cutting tools</li> <li>▪ compass</li> <li>▪ dive lights</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| <b>Gas plan</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• equivalent air depth (EAD)</li> <li>• maximum blend depth</li> <li>• gas consumption (calculation for working diver)</li> <li>• actual gas supply</li> <li>• reserve gas supply</li> <li>• calculate best mix for any depth</li> <li>• residual oxygen percentage for repetitive diving</li> <li>• oxygen dose</li> <li>• decompression on oxygen</li> </ul>                                                                                                                                      |
| <b>Hazards</b>                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• lack of immediate access to the surface</li> <li>• hypoxia or hyperoxia</li> <li>• narcosis</li> <li>• decompression illness (DCI)</li> <li>• errors and omitted procedures</li> <li>• drowning, eg, due to failed buoyancy control device (BCD) and backup, or water entry with closed cylinder valves</li> </ul>                                                                                                                                                                                |
| <b>Industry standards</b>     | <p>[one category]</p> <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies             <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Technical diving plans</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• consider             <ul style="list-style-type: none"> <li>○ personal wellbeing</li> <li>○ environmental conditions at the site</li> <li>○ surface intervals</li> <li>○ experience and/or expertise of dive team</li> <li>○ buoyancy</li> <li>○ no-decompression limits</li> <li>○ dive planning for altitude diving</li> <li>○ ascending to altitude after diving</li> </ul> </li> </ul>                                                                                                        |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                  | <ul style="list-style-type: none"><li>○ communication by line and signals</li></ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Techniques and procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• pre-dive checks</li><li>• minimum weighting and buoyancy</li><li>• buoyancy control underwater</li><li>• descent checks</li><li>• deploy a lift bag</li><li>• switch gas under water</li><li>• communication by line and signals</li><li>• bail out procedures</li><li>• minimum surface interval after maximum exposure to oxygen</li><li>• exceeding oxygen limits</li><li>• time and depth</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards and the factors involved in technical diving</li> <li>Assessment of performance should be over two (2) different locations, with a minimum of three (3) dives (minimum total bottom time of 90 minutes), covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to apply knowledge to plan safe technical dives and successfully complete technical dives demonstrating the ability to               <ul style="list-style-type: none"> <li>assemble and inspect the basic technical diving rig</li> <li>determine the correct weight for a technical dive</li> <li>demonstrate neutral buoyancy</li> <li>respond to uncomplicated emergencies</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB004A Complete deep dives to between 18 and 40 metres</li> <li>SROSCB025A Complete a dive using Enriched Air Nitrox (EANx)</li> <li>SROODR003A Plan outdoor recreation activities (advanced)</li> <li>SROSCB006A Navigate prescribed routes underwater</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Knowledge of the implications of relevant Australian and international standards on equipment use and performance</li> <li>Relevant state legislation impacting on diving activities</li> <li>Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts)</li> <li>Manufacturer's design specifications and recommendations for equipment use</li> <li>Minimal impact codes, eg, Code of best environmental practice, GBRMPA (Great Barrier Reef Marine Park Authority))</li> <li>Underwater navigation techniques at depths of up to 40m</li> <li>Principles of mixing gas</li> <li>Different types of gas and its application in technical diving</li> <li>Technical diving and equipment knowledge</li> <li>Advantages and disadvantages of various equipment configurations in a variety of situations</li> <li>Deep diving hazards and first aid problems to plan and prepare response strategies</li> <li>Lost bottom gas procedures</li> <li>Catastrophic gas loss procedures</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Decision making to determine gas plan</li> <li>Problem solving to eliminate/minimise hazards</li> <li>Observation to carry out a pre-dive inspection of diving equipment</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                   | <ul style="list-style-type: none"> <li>○ Open water diving skills</li> <li>○ Underwater navigation skills</li> <li>○ Calculate partial oxygen to determine oxygen time limit</li> <li>○ Calculate gas consumption for working diver</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ technical diving equipment                 <ul style="list-style-type: none"> <li>▪ mask</li> <li>▪ fins</li> <li>▪ cylinders and valves</li> <li>▪ instruments</li> <li>▪ regulators</li> <li>▪ Buoyancy Control Device (BCD) and harness</li> <li>▪ exposure suits</li> <li>▪ weight systems</li> <li>▪ cutting tools and accessories</li> </ul> </li> <li>○ suitable locations for technical diving</li> <li>○ navigation equipment</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSCB016A Apply deep technical diving</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the necessity to follow procedures for technical diving, this unit must be assessed over two (2) different locations, with a minimum of three (3) dives (minimum total bottom time of 90 minutes), in order to ensure consistency of performance over the Range Statements and contexts applicable to technical diving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a technical diving activity</li> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                            |                             |                                     |                |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2                               | 3                          | 3                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Preparing a gas plan</li> <li>• <b>Communicating ideas and information</b> - Determining team mission</li> <li>• <b>Planning and organising activities</b> - Organising the dive boat and support divers</li> <li>• <b>Working with teams and others</b> - Conducting descent checks</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating gas consumption</li> <li>• <b>Solving problems</b> - Responding to emergency situations, eg, manifold failure</li> <li>• <b>Using technology</b> - Operating a multigas computer</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                          |
|------------|------------------------------------------|
| SROSCB015A | INSTRUCT SPECIALISED SCUBA DIVING SKILLS |
|            |                                          |
| SCB        | Scuba                                    |

**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 specialised scuba diving activity.

| ELEMENT                                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan an instructional session for teaching specialised scuba diving skills</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 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)<br>1.4 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.5 Determine a suitable <b>sequence</b> of instruction<br>1.6 Determine resources required to conduct instructional activities, games and drills<br>1.7 Provide relevant pre-activity information to clients<br>1.8 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session<br>1.9 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 |
| <b>2 Select appropriate resources required to teach specialised scuba diving skills</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>3 Introduce an instructional specialised scuba diving session</b>                  | 3.1 Communicate the aim of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency<br>3.5 Explain communication systems and relevant calls or signals used whilst participating in specialised scuba diving, and determine client level of understanding in their use<br>3.6 Define activity boundaries/training area and/or clearly outline to the clients  |
| <b>4 Conduct an instructional specialised scuba diving session</b>                    | 4.1 Monitor individual client's performance in instructional activities<br>4.2 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment<br>4.3 Ensure instructional activity allows for repetition of skills<br>4.4 Evaluate instructional activities for effectiveness and implement modifications when required<br>4.5 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.<br>4.6 Monitor <b>equipment</b> usage, behaviour and location of clients in order to ensure safety |
| <b>5 Apply appropriate teaching techniques for a specialised scuba diving session</b> | 5.1 Communicate instructions and information clearly and concisely<br>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description<br>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points<br>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults<br>5.5 Provide adequate time for practice, following fault correction and feedback<br>5.6 Explain activities, drills or techniques which may improve skills                                                                                                          |
| <b>6 Teach required knowledge that applies to a specialised scuba diving activity</b> | 6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or physical and physiological principles relevant to specialised scuba diving and achievement of competency, in a manner which promotes interest and client understanding<br>6.2 Assess client's level of understanding via questioning techniques and/or formal assessment                                                                                                                                                                                                                                                                                                                                    |
| <b>7 Teach specialised scuba diving skills</b>                                        | 7.1 Explain and demonstrate key points of technique or skill<br>7.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results<br>7.3 Identify different applications of skill or technique, and where it is applicable/not applicable<br>7.4 Provide opportunities for clients to practice skills or techniques<br>7.5 Assess clients to determine poor or incorrect technique and provide feedback<br>7.6 Provide opportunities for additional practice, where required                                                                                                                                                                                |
| <b>8</b>                                                                              | 8.1 Inform clients of locations, suitable to their skill level, for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Communicate further specialised scuba diving knowledge</b>                     | <p>participating in specialised scuba diving</p> <p>8.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice</p> <p>8.3 Inform clients of opportunities to further develop their personal skills and knowledge</p>                                                                                                                                                                                                                                                                                                                                   |
| <b>9 Conclude and evaluate the specialised scuba diving instructional session</b> | <p>9.1 Ensure <b>equipment</b> is correctly washed, stored and accounted for in accordance with accepted industry practice</p> <p>9.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor</p> <p>9.3 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</p> <p>9.4 Determine modifications to activities and delivery method(s), based on evaluations</p> <p>9.5 Evaluate the suitability of <b>other related factors</b></p> |



## Range Statements

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

| RANGE STATEMENT       | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Equipment             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• diving equipment <ul style="list-style-type: none"> <li>○ wetsuit/dry suit</li> <li>○ bottom timer</li> <li>○ submersible pressure gauge (SPG)</li> <li>○ whistle</li> <li>○ mask</li> <li>○ boots</li> <li>○ fins</li> <li>○ snorkel</li> <li>○ buoyancy control device (BCD)</li> <li>○ weights</li> <li>○ regulator</li> <li>○ air/gas cylinder</li> <li>○ knife</li> <li>○ compass or as specified by relevant diving Occupational Health and Safety legislation or the requirements stipulated by recognised international diving agencies</li> </ul> </li> <li>• specialist diving equipment <ul style="list-style-type: none"> <li>○ lighting systems</li> <li>○ back-up lighting systems</li> <li>○ lift bag</li> <li>○ reels</li> <li>○ underwater slates</li> <li>○ catch bag</li> <li>○ other diving equipment relevant to the activity and prevailing environmental conditions</li> </ul> </li> <li>• suitable clothing and footwear for pre/post-dive</li> </ul> |
| Hazards               | <p>[all categories applicable to assessment location]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ boat traffic</li> <li>○ changing surface weather conditions</li> <li>○ phobias</li> <li>○ hazardous fauna</li> <li>○ darkness/poor visibility</li> <li>○ water depth</li> <li>○ decompression</li> <li>○ entanglement</li> <li>○ current/surges</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Other related factors | [all categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                        | <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                                                                                                                                                                                                   |
| <b>Other resources</b> | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include             <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable location for teaching of unit(s)</li> </ul> </li> </ul>                                                                                                                                                                                                                                     |
| <b>Sequence</b>        | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include             <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> <li>○ known to unknown</li> <li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li> <li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li> <li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li> <li>○ orientate, enhance, synthesise</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a specialised scuba diving instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• Assessment of performance should be over a minimum of five (5) different occasions with a diversity of client groups covering the prescribed number of categories from the Range Statements that are applicable to instructing specialised scuba diving skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate specialised scuba diving techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for specialised scuba diving</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ SROSCB013A Instruct scuba diving skills</li> <li>○ The dive specialty units of competency that is being taught</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of scuba diving, eg, occupational health and safety (OH&amp;S), land and water management authorities, local government)</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of scuba diving skills</li> <li>○ An advanced level of</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                              | <ul style="list-style-type: none"> <li>▪ physics of diving</li> <li>▪ physiology of diving</li> <li>▪ decompression theory</li> <li>▪ diving environment</li> <li>▪ first aid</li> <li>▪ diving medicine</li> <li>▪ rescue and emergency procedures</li> <li>▪ diving equipment</li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing specialised scuba diving</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Specialised scuba diving skills to demonstrate and correct technique</li> <li>○ Observation and interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resource implications</b> | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable locations for the conduct of specialised scuba diving instructional sessions</li> <li>○ diving equipment                   <ul style="list-style-type: none"> <li>▪ wetsuit/dry suit</li> <li>▪ bottom timer</li> <li>▪ submersible pressure gauge (SPG)</li> <li>▪ whistle</li> <li>▪ mask</li> <li>▪ boots</li> <li>▪ fins</li> <li>▪ snorkel</li> <li>▪ buoyancy control device (BCD)</li> <li>▪ weights</li> <li>▪ regulator</li> <li>▪ air/gas cylinder</li> <li>▪ knife</li> <li>▪ compass or as specified by relevant diving Occupational Health and Safety (OH&amp;S) legislation or the requirements stipulated by recognised international diving agencies</li> </ul> </li> <li>○ specialist diving equipment                   <ul style="list-style-type: none"> <li>▪ lighting systems</li> <li>▪ back-up lighting systems</li> <li>▪ lift bag</li> <li>▪ reels</li> <li>▪ underwater slates</li> <li>▪ catch bags</li> <li>▪ other diving equipment relevant to the activity and prevailing environmental conditions</li> </ul> </li> <li>○ suitable clothing and footwear for pre/post-dive</li> <li>○ first aid kit</li> <li>○ instructional tools                   <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment</li> </ul> |

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|                                   | <p>Guidelines. That is, assessors (or persons within the assessment team) must</p> <ul style="list-style-type: none"> <li>○ be competent in this unit, i.e., SROSCB015A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the complexity of instructing scuba and the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of five (5) different occasions with a diversity of client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing scuba diving skills</li> <li>• Assessment must be rigorous to ensure the learner has a sound understanding of the required knowledge, and should occur in a variety of environments including classroom, controlled conditions, eg, swimming pool, and open water</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment, this unit of competency must be assessed whilst the learner is conducting instructional sessions with real clients (not peers) under the supervision of the trainer. Assessment should also be conducted whilst the learner is conducting instructional sessions with peers simulating a realistic instructional session and should be conducted without intervention by the assessor to comply with internationally recognised standards</li> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROSCB016A | APPLY TECHNICAL DEEP DIVING SKILLS |
| SCB        | Scuba                              |

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

This unit covers the knowledge and skills to plan and make extended no stop dives, decompression stop dives and accelerated decompression dives using air, enriched air and oxygen to a maximum depth of 50m, in conditions comparable to, or better than those in which training/experience has occurred.

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare for technical deep dives</b> | 1.1 Prepare <i>technical deep diving plans</i> that establish no stop limits<br>1.2 Account for <i>environmental variables</i> when developing dive plans<br>1.3 Ensure <i>technical deep diving plans</i> meet <i>industry standards</i><br>1.4 Develop an appropriate <i>gas plan</i><br>1.5 Identify, and develop strategies to avoid, <i>hazards</i><br>1.6 Develop accident management strategies to address potential <i>emergencies</i> , demonstrating consideration of local procedures<br>1.7 Assemble and inspect the basic technical diving rig |
| <b>2 Perform technical deep dives</b>     | 2.1 Demonstrate correct technical deep diving <i>techniques and procedures</i><br>2.2 Demonstrate correct hand signals<br>2.3 Demonstrate efficient and effective responses to <i>emergencies</i>                                                                                                                                                                                                                                                                                                                                                           |
| <b>3 Complete technical deep dives</b>    | 3.1 Review performance during dive<br>3.2 Disassemble and stow <i>equipment</i> correctly<br>3.3 Complete dive log                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Range Statements

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

| RANGE STATEMENT                | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Emergencies</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes, but is not limited to               <ul style="list-style-type: none"> <li>○ no gas</li> <li>○ regulator free flow</li> <li>○ manifold failure</li> <li>○ buoyancy control device (BCD) failure</li> <li>○ oxygen toxicity</li> <li>○ dive computer failure/lost slate and/or dive tables</li> <li>○ difficulty maintaining depth</li> <li>○ stage/decompression cylinder regulator failure</li> <li>○ toxicity in dive partner</li> <li>○ lost bottom gas</li> <li>○ catastrophic gas loss</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| <b>Environmental variables</b> | <p>[all categories that apply to the location of training]</p> <ul style="list-style-type: none"> <li>• current</li> <li>• visibility</li> <li>• temperature</li> <li>• waves</li> <li>• hazardous marine animals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Equipment</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes, but is not limited to               <ul style="list-style-type: none"> <li>○ exposure suits</li> <li>○ mask</li> <li>○ fins</li> <li>○ weight systems</li> <li>○ buoyancy control device (BCD) and harness</li> <li>○ instrumentation, eg, multigas computers</li> <li>○ gas related equipment                   <ul style="list-style-type: none"> <li>▪ regulators</li> <li>▪ cylinders and valves</li> <li>▪ dual valves</li> <li>▪ din yoke K and T</li> <li>▪ isolation manifold regulator</li> <li>▪ stage systems and their configurations</li> <li>▪ hose configurations and methods of control</li> <li>▪ decompression gas supply systems</li> </ul> </li> <li>○ accessories including                   <ul style="list-style-type: none"> <li>▪ snorkel</li> <li>▪ spare mask</li> <li>▪ lift bag and reel</li> <li>▪ slate</li> </ul> </li> </ul> </li> </ul> |



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|                                  | <ul style="list-style-type: none"> <li>▪ jon line</li> <li>▪ pockets and clips</li> <li>▪ cutting tools</li> <li>▪ compass</li> <li>▪ dive lights</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Gas plan</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• equivalent air depth (EAD)</li> <li>• maximum blend depth</li> <li>• gas consumption (calculation for working diver)</li> <li>• actual gas supply</li> <li>• reserve gas supply</li> <li>• calculate best mix for any depth</li> <li>• residual oxygen percentage for repetitive diving</li> <li>• oxygen dose</li> <li>• decompression on oxygen</li> </ul>                                                                                                                          |
| <b>Hazards</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• lack of immediate access to the surface</li> <li>• hypoxia or hyperoxia</li> <li>• narcosis</li> <li>• decompression illness (DCI)</li> <li>• errors and omitted procedures</li> <li>• drowning (due to failed buoyancy control device (BCD) and backup, or water entry with closed cylinder valves)</li> </ul>                                                                                                                                                                       |
| <b>Industry standards</b>        | <p>[one category]</p> <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Technical deep dive plans</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• consider <ul style="list-style-type: none"> <li>○ personal wellbeing</li> <li>○ environmental conditions at the site</li> <li>○ surface intervals</li> <li>○ experience and/or expertise of dive team</li> <li>○ buoyancy</li> <li>○ no-decompression limits</li> <li>○ dive planning for altitude diving</li> <li>○ ascending to altitude after diving</li> <li>○ communication by line and signals</li> </ul> </li> </ul>                                                           |

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| <b>Techniques and procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• pre-dive checks</li><li>• minimum weighting and buoyancy</li><li>• buoyancy control underwater</li><li>• descent checks</li><li>• deploy a lift bag</li><li>• don and remove stage and decompression cylinders in the water whilst continuing swimming</li><li>• stage and retrieve cylinders</li><li>• switch gas under water</li><li>• communication by line and signals</li><li>• bail out procedures</li><li>• minimum surface interval after maximum exposure to oxygen</li><li>• exceeding oxygen limits</li><li>• time and depth</li></ul> |
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## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards and the factors involved in technical deep diving</li> <li>Assessment of performance should be over two (2) different locations, with a minimum of three (3) dives (minimum total bottom time of 90 minutes) , covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to apply knowledge to plan safe technical dives and successfully complete technical deep dives demonstrating the ability to               <ul style="list-style-type: none"> <li>assemble and inspect the basic technical diving rig</li> <li>determine the correct weight for a technical dive</li> <li>demonstrate neutral buoyancy</li> <li>maintain a decompression stop</li> <li>remove, stage, retrieve and don cylinders</li> <li>respond to uncomplicated emergencies</li> <li>rescue team members in emergency situations</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB014A Demonstrate technical diving</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Knowledge of the implications of relevant Australian and international standards on equipment use and performance</li> <li>Relevant state legislation impacting on diving activities</li> <li>Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts)</li> <li>Manufacturer's design specifications and recommendations for equipment use</li> <li>Minimal impact codes, eg, Code of best environmental practice, GBRMPA (Great Barrier Reef Marine Park Authority)</li> <li>Underwater navigation techniques at depths of up to 50m</li> <li>Principles of mixing gas</li> <li>Different types of gas and its application in technical diving</li> <li>Technical diving and equipment knowledge</li> <li>Advantages and disadvantages of various equipment configurations in a variety of situations</li> <li>Deep diving hazards and first aid problems to plan and prepare response strategies</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Decision making to determine gas plan</li> <li>Problem solving to eliminate/minimise hazards</li> <li>Observation to carry out a pre-dive inspection of diving equipment</li> <li>Open water diving skills</li> <li>Underwater navigation skills</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>○ Calculate partial oxygen to determine oxygen time limit</li> <li>○ Calculate gas consumption for working diver</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ technical diving equipment                   <ul style="list-style-type: none"> <li>▪ mask</li> <li>▪ fins</li> <li>▪ stage and decompression cylinders and valves</li> <li>▪ instruments</li> <li>▪ regulators,</li> <li>▪ buoyancy control device (BCD) and harness</li> <li>▪ exposure suits</li> <li>▪ weight systems</li> <li>▪ cutting tools and accessories</li> </ul> </li> <li>○ suitable locations for technical diving</li> <li>○ navigation equipment</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit, i.e., SROSCB0016A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the necessity to follow procedures for technical diving, this unit must be assessed over two (2) different locations, with a minimum of three (3) dives (minimum total bottom time of 90 minutes), in order to ensure consistency of performance over the Range Statements and contexts applicable to technical diving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a technical deep diving activity</li> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Preparing a gas plan</li> <li>• <b>Communicating ideas and information</b> - Using a slate</li> <li>• <b>Planning and organising activities</b> - Organising the dive boat and support divers</li> <li>• <b>Working with teams and others</b> - Conducting descent checks</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating gas consumption</li> <li>• <b>Solving problems</b> - Responding to emergency situations, eg, manifold failure</li> <li>• <b>Using technology</b> - Operating a multigas computer</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| SROSCB017A | COMPLETE AN UNDERWATER VIDEO |
|            |                              |
| SCB        | Scuba                        |

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

This unit covers the knowledge and skills to plan a dive with a video recorder and complete a dive taking a video recording underwater.

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare for video dives</b>       | 1.1 Select <i>underwater video equipment</i> to industry technical criteria<br>1.2 Identify potential <i>underwater video hazards</i> to <i>industry criteria</i><br>1.3 Select underwater video dive site taking into account subject, access, environmental conditions and hazards<br>1.4 Identify and apply <i>principles of video composition</i> to <i>industry criteria</i><br>1.5 Demonstrate <i>pre-dive equipment care</i> to <i>industry criteria</i><br>1.6 Demonstrate <i>post-dive equipment care</i> to <i>industry criteria</i> |
| <b>2 Take video footage underwater</b> | 2.1 Demonstrate <i>behaviour</i> that limits impact on the environment<br>2.2 Demonstrate <i>behaviour</i> that limits the <i>negative impact of environmental conditions</i> on the video footage<br>2.3 Take video footage using strobe lighting to minimize backscatter<br>2.4 Completed video footage is exposed and focused to the video operator's and assessor's satisfaction                                                                                                                                                           |

## Range Statements

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

| RANGE STATEMENT                                    | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Behaviour</b>                                   | [all categories] <ul style="list-style-type: none"> <li>• diver propulsion</li> <li>• buoyancy control</li> <li>• body positioning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Industry criteria</b>                           | [one category] <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies eg               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Negative impact of environmental conditions</b> | [all categories] <ul style="list-style-type: none"> <li>• suspended particles</li> <li>• light loss</li> <li>• colour absorption</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Post-dive equipment care</b>                    | [all categories] <ul style="list-style-type: none"> <li>• washing</li> <li>• lubricating</li> <li>• batteries</li> <li>• electronics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Pre-dive equipment preparation</b>              | [all categories] <ul style="list-style-type: none"> <li>• housing, loading video (if required)</li> <li>• tools</li> <li>• cleaning</li> <li>• lubrication</li> <li>• sealing rings</li> <li>• batteries</li> <li>• electronics</li> <li>• lens</li> <li>• strobe</li> <li>• camera</li> </ul>                                                                                                                                                                                                                                                                   |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principles of video composition</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• plan the shoot</li> <li>• definition</li> <li>• image completeness</li> <li>• foreground</li> <li>• background</li> <li>• subject direction and position</li> <li>• lighting</li> <li>• contrast</li> <li>• use and pose a model</li> <li>• editing</li> <li>• title pages</li> </ul>                                                                               |
| <b>Underwater video equipment</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• housing</li> <li>• camera</li> <li>• strobe</li> <li>• aiming lights</li> <li>• trays</li> <li>• arms</li> <li>• sealing rings</li> <li>• recharging systems</li> <li>• film</li> <li>• maintenance kit</li> </ul>                                                                                                                                                  |
| <b>Underwater video hazards</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• waves</li> <li>• surge</li> <li>• current</li> <li>• loss of buoyancy</li> <li>• hazardous marine creatures</li> <li>• concentrating on subject rather than diving</li> <li>• nitrogen narcosis</li> <li>• environmental damage potential</li> <li>• equipment flooding and/or malfunction</li> <li>• mobility</li> <li>• dexterity</li> <li>• corrosion</li> </ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the principles of underwater video use and factors affecting the quality of video footage</li> <li>Assessment of performance should be over a minimum of three (3) different dives and three (3) short video productions (60 second scenes), covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to successfully take underwater video footage that consistently meets industry technical standards. Videos should be taken               <ul style="list-style-type: none"> <li>in a variety of different environmental conditions</li> <li>of different subject matter</li> </ul> </li> </ul>                                                                                                                                                  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Equipment selection, care and maintenance</li> <li>Photographic fundamentals</li> <li>Composition and lighting</li> <li>Normal lens technique</li> <li>Close-up/zoom technique</li> <li>Wide angle technique</li> <li>Diver control</li> <li>Effective presentation of video</li> <li>Effects of water on light and photography                   <ul style="list-style-type: none"> <li>reduced light</li> <li>reduced colour</li> <li>reduced contrast</li> <li>absorption</li> <li>refraction</li> <li>back scatter</li> </ul> </li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> <li>Peak performance buoyancy</li> <li>Diver control</li> <li>Video camera equipment usage</li> <li>Care and maintenance of underwater video equipment</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable locations for diving</li> <li>scuba equipment</li> <li>underwater video equipment</li> <li>playback equipment</li> </ul> </li> <li>Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>Guidelines. That is, assessors (or persons within the assessment team) should</p> <ul style="list-style-type: none"> <li>○ be competent in this unit, i.e., SROSCB017A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A</li> </ul>                              |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating proper underwater video technique at differing sites in differing conditions, this unit must be assessed over a minimum of three (3) different dives and three (3) short video productions (60 second scenes), in order to ensure consistency of performance over the Range Statements and contexts applicable to underwater video use</li> </ul>                                                                                                                                                                                                      |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency must be demonstrated whilst participating in actual underwater scuba activities</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                   |
|------------|-----------------------------------|
| SROSCB018A | TAKE STILL PHOTOGRAPHS UNDERWATER |
|            |                                   |
| SCB        | Scuba                             |

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

This unit covers the knowledge and skills to plan a dive to take photographs, and complete a dive taking still photographs underwater.

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan photography dive</b>       | 1.1 Select <i>underwater photography equipment</i> to industry technical criteria<br>1.2 Identify potential <i>underwater photography hazards</i> to <i>industry criteria</i><br>1.3 Select underwater photography dive site taking into account subject, access, environmental conditions and hazards<br>1.4 Identify and apply <i>principles of photograph composition</i> to <i>industry criteria</i><br>1.5 Demonstrate <i>pre-dive equipment care</i> to <i>industry criteria</i><br>1.6 Demonstrate <i>post-dive equipment care</i> to <i>industry criteria</i> |
| <b>2 Take photographs underwater</b> | 2.1 Demonstrate <i>behaviour</i> that limits impact on the environment<br>2.2 Demonstrate <i>behaviour</i> that limits the <i>negative impact of environmental conditions</i> on the photographs<br>2.3 Take photographs using strobe lighting minimise backscatter<br>2.4 Completed photographs are exposed and focused to the photographer's and assessor's satisfaction                                                                                                                                                                                            |

## Range Statements

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

| RANGE STATEMENT                                    | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Behaviour</b>                                   | [all categories] <ul style="list-style-type: none"> <li>• diver propulsion</li> <li>• buoyancy control</li> <li>• body positioning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Industry criteria</b>                           | [one category] <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Negative impact of environmental conditions</b> | [all categories] <ul style="list-style-type: none"> <li>• suspended particles</li> <li>• light loss</li> <li>• colour absorption</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Post-dive equipment care</b>                    | [all categories] <ul style="list-style-type: none"> <li>• washing</li> <li>• lubricating</li> <li>• batteries</li> <li>• electronics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Pre-dive equipment preparation</b>              | [all categories] <ul style="list-style-type: none"> <li>• tools</li> <li>• cleaning</li> <li>• lubrication</li> <li>• sealing rings</li> <li>• batteries/electronics</li> <li>• lens</li> <li>• strobe</li> <li>• camera</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Principles of photograph</b>                    | [all categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>composition</b>                      | <ul style="list-style-type: none"> <li>• definition</li> <li>• image completeness</li> <li>• foreground</li> <li>• background</li> <li>• subject direction and position</li> <li>• lighting</li> <li>• contrast</li> </ul>                                                                                                                                                                                                                                                                                              |
| <b>Underwater photography equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• camera</li> <li>• strobe</li> <li>• aiming lights</li> <li>• lenses</li> <li>• trays</li> <li>• arms</li> <li>• sealing rings</li> <li>• recharging systems</li> <li>• film</li> <li>• maintenance kit</li> </ul>                                                                                                                                                                                                                                      |
| <b>Underwater photography hazards</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• waves</li> <li>• surges</li> <li>• currents</li> <li>• bottom composition</li> <li>• loss of buoyancy</li> <li>• hazardous marine fauna</li> <li>• concentrating on subject rather than diving</li> <li>• nitrogen narcosis</li> <li>• decompression illness</li> <li>• barotrauma</li> <li>• environmental damage potential</li> <li>• equipment flooding and/or malfunction</li> <li>• mobility</li> <li>• dexterity</li> <li>• corrosion</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the principles of underwater photography and factors affecting the quality of photographs</li> <li>Assessment of performance should be over a minimum of three (3) different dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to successfully take underwater photos that consistently meet industry technical standards. Photos should be <ul style="list-style-type: none"> <li>in a variety of different environmental conditions</li> <li>of different subject matter</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge <ul style="list-style-type: none"> <li>Principles of photography</li> <li>Types of underwater photographic equipment</li> <li>Advantages and disadvantages of different underwater photographic equipment</li> </ul> </li> <li>Required skills <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>suitable locations for diving</li> <li>scuba equipment</li> <li>underwater photographic equipment</li> <li>developing facilities</li> </ul> </li> <li>Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB018A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR0001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in</b>                                | <ul style="list-style-type: none"> <li>Due to issues such as demonstrating proper underwater stills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>performance</b>            | photography techniques at differing sites in differing conditions, this unit must be assessed over a minimum of three (3) different dives in order to ensure consistency of performance over the Range Statements and contexts applicable to underwater photography                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• Competency must be demonstrated whilst participating in actual underwater photographic activities</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                         |
|------------|-------------------------|
| SROSCB019A | COMPLETE DRY SUIT DIVES |
|            |                         |
| SCB        | Scuba                   |

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

This unit covers the knowledge and skills to prepare for and complete a dive wearing a dry suit.

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare for dry suit dives</b> | 1.1 Identify features of <b><i>dry suit construction</i></b> to <b><i>industry technical and safety criteria</i></b><br>1.2 Clean, dry and store the dry suit without damage<br>1.3 Demonstrate dry suit maintenance to manufacturer's specifications<br>1.4 Select dry suit and equipment to <b><i>dry suit dive criteria</i></b> and <b><i>industry technical and safety criteria</i></b><br>1.5 Identify <b><i>dry suit emergencies</i></b> , and demonstrate remedial procedures to meet <b><i>industry technical and safety criteria</i></b> |
| <b>2 Dive wearing a dry suit</b>    | 2.1 Maintain neutral buoyancy during dive<br>2.2 Adjust buoyancy on the surface and underwater<br>2.3 Perform a descent without suit squeeze<br>2.4 Demonstrate dry suit dive practice to <b><i>industry technical and safety criteria</i></b>                                                                                                                                                                                                                                                                                                    |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Dry suit construction</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• closure</li> <li>• seals</li> <li>• valves</li> <li>• construction material</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Dry suit dive criteria</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• with respect to               <ul style="list-style-type: none"> <li>○ access</li> <li>○ hazards</li> <li>○ environmental conditions</li> <li>○ accessory equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                          |
| <b>Dry suit emergencies</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• excessive air in the suit or in the feet</li> <li>• dropped weight belt</li> <li>• flooded suit</li> <li>• squeeze</li> <li>• suit leak</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| <b>Industry technical and safety criteria</b> | <p>[one category]</p> <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the principles of dry suits and associated equipment</li> <li>Assessment of performance should be over a minimum of three (3) different dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to successfully complete dry suit dives to meet industry technical and safety criteria</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge <ul style="list-style-type: none"> <li>Principles of use of dry suits</li> <li>Types of dry suits</li> <li>Advantages and disadvantages of different dry suits</li> </ul> </li> <li>Required skills <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>suitable locations for diving</li> <li>scuba equipment</li> <li>dry suits</li> </ul> </li> <li>Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB019A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>                    | <ul style="list-style-type: none"> <li>Due to issues such as the associated buoyancy problems with dry suits this unit must be assessed over a minimum of three (3) different dives in order to ensure consistency of performance over the Range Statements and contexts applicable to diving with dry suits</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for</b>                                   | <ul style="list-style-type: none"> <li>Competency must be demonstrated whilst participating in actual</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>assessment</b> | <p>underwater scuba activities using dry suits</p> <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                               |
|------------|-------------------------------|
| SROSCB020A | COMPLETE COMPUTER AIDED DIVES |
| SCB        | Scuba                         |

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

This unit covers the knowledge and skills to read a dive computer, plan a computer dive and use a computer when diving.

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Read a dive computer</b>                 | 1.1 Identify <b>key features of dive computers</b><br>1.2 Log computer data after dive                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>2 Plan computer dives</b>                  | 2.1 Identify <b>hazards of computer-aided diving</b> and outline and demonstrate remedial action to meet <b>industry technical and safety criteria</b><br>2.2 Outline and apply manufacturer's recommendations for maintenance<br>2.3 Demonstrate that computer aided dive plan meets <b>industry technical and safety criteria</b><br>2.4 Plan a computer assisted multi-level dive to industry technical and safety criteria<br>2.5 Plan a series of computer assisted multi-level dives |
| <b>3 Complete dives using a dive computer</b> | 3.1 Demonstrate that computer aided dive adheres to dive plan<br>3.2 Demonstrate that computer dive practice meets <b>industry technical and safety criteria</b><br>3.3 Perform a computer assisted multi-level dive using no-decompression diving and ascending at industry recommended rates<br>3.4 Perform a series of computer assisted multi-level dives using no-decompression diving and ascending at industry recommended rates                                                    |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Computer aided dive hazards</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sawtooth profile (variable depth profile)</li> <li>• bounce dives</li> <li>• strenuous activity</li> <li>• cold</li> <li>• computer failure</li> <li>• decompression diving</li> <li>• altitude diving</li> <li>• flying after diving</li> </ul>                                                                                                                                                                                                                                                    |
| <b>Industry technical and safety criteria</b> | <p>[one category]</p> <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Key features of dive computers</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• no-decompression status</li> <li>• time</li> <li>• depth</li> <li>• dive planning</li> <li>• dive profile recall</li> <li>• ascent rates programming for special considerations</li> </ul>                                                                                                                                                                                                                                                                                                          |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards associated with computer aided dives</li> <li>Assessment of performance should be over a minimum of three (3) different computer aided dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge of hazards to plan safe computer aided dives</li> <li>successfully complete computer aided dives to industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>History and development of dive computers and computer-assisted diving</li> <li>Physiology of decompression theory</li> <li>Haldane's Principles, tissue half-times, and compartments</li> <li>Bubble formation</li> <li>Guidelines for using dive computers - maximising multi-level diving safety</li> <li>Sources of error and factors affecting computers used in scuba activities</li> <li>Recommended procedures for the maintenance of dive computers</li> <li>Safety and technical criteria to plan a dive</li> <li>Recognition, first aid, and treatment of decompression sickness</li> <li>Special considerations                   <ul style="list-style-type: none"> <li>decompression diving</li> <li>altitude diving</li> <li>flying after diving</li> <li>omitted decompression stop</li> </ul> </li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>scuba equipment</li> <li>suitable locations for diving</li> <li>computer-aided diving equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB020A</li> <li>be competent, as a minimum, in the units SRXFAD001A,</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</p> <ul style="list-style-type: none"> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul>                                                                                                                                                  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as covering all the hazards of computer-aided diving, this unit must be assessed over a minimum of three (3) different computer-aided dives in order to ensure consistency of performance over the Range Statements and contexts applicable to computer aided diving</li> </ul>                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency must be demonstrated whilst participating in actual underwater scuba activities using computer-aided diving equipment</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                      |
|------------|----------------------|
| SROSCB021A | COMPLETE WRECK DIVES |
|            |                      |
| SCB        | Scuba                |

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

This unit covers the knowledge and skills to plan and perform wreck dives.

| ELEMENT                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare for a wreck dive</b> | 1.1 Prepare a profile of the wreck which explores historical and ecological significance<br>1.2 Determine air supply and penetration limits for the wreck dive to <b>industry technical and safety criteria</b><br>1.3 Identify and implement legislation and guidelines relating to wreck diving<br>1.4 Prepare a dive plan which establishes descent and/or ascent reference<br>1.5 Select exposure protection and equipment to meet <b>industry technical and safety criteria</b><br>1.6 Identify <b>wreck diving hazards</b> to <b>industry technical and safety criteria</b> |
| <b>2 Perform wreck dives</b>      | 2.1 Locate ascent reference without surfacing<br>2.2 Complete wreck dives within pre-set air supply and penetration limits<br>2.3 Demonstrate that <b>wreck dive practice</b> meets <b>industry technical and safety criteria</b>                                                                                                                                                                                                                                                                                                                                                 |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Industry technical and safety criteria</b> | <p>[one category]</p> <ul style="list-style-type: none"> <li>the standards and procedures outlined in the manuals of accredited scuba agencies eg,               <ul style="list-style-type: none"> <li>Professional Association of Diving Instructors (PADI)</li> <li>National Association of Underwater Instructors (NAUI)</li> <li>Scuba Schools International (SSI)</li> <li>National Association of Scuba Diving Schools (NASDS)</li> <li>Australian Underwater Scuba Instructors (AUSI)</li> <li>British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Wreck dive practice</b>                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>dive plan</li> <li>communication with buddy and/or team</li> <li>access</li> <li>environmental conditions</li> <li>hazards</li> <li>safety lines</li> <li>mapping</li> <li>lighting</li> </ul>                                                                                                                                                                                                                                                                                              |
| <b>Wreck diving hazards</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>the wreck itself</li> <li>depth</li> <li>currents</li> <li>penetration</li> <li>time</li> <li>air depletion</li> <li>entanglement</li> <li>navigation</li> <li>disorientation</li> </ul>                                                                                                                                                                                                                                                                                                    |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards and the factors affecting wreck diving</li> <li>Assessment of performance should be over a minimum of three (3) different wreck dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge to plan safe wreck dives</li> <li>successfully complete wreck dives to industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB003A Complete night dives</li> <li>SROSCB006A Navigate prescribed routes underwater</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Navigation</li> <li>Lighting techniques and equipment</li> <li>Wreck diving specific technical knowledge</li> <li>General diving procedures, safety and rescue procedures</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>scuba equipment</li> <li>suitable locations for wreck diving</li> <li>navigation equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB021A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>                    | <ul style="list-style-type: none"> <li>Due to issues such as covering all the hazards associated with wreck dives, this unit must be assessed over a minimum of three (3) different</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | dives in order to ensure consistency of performance over the Range Statements and contexts applicable to wreck diving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• Competency must be demonstrated whilst participating in actual underwater scuba activities whilst wreck diving</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                          |
|------------|--------------------------|
| SROSCB022A | COMPLETE DIVES OFF BOATS |
|            |                          |
| SCB        | Scuba                    |

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

This unit covers the knowledge of boats and skills to enable dives off boats.

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Demonstrate knowledge of dive boats</b> | 1.1 Use <i>boat terminology</i> to identify areas of a dive boat<br>1.2 Locate <i>emergency equipment</i> carried on board a boat and demonstrate its use to Maritime Act requirements                                                                                                                                                                                                                                |
| <b>2 Complete a dive off a boat</b>          | 2.1 Use a dive flag to <i>industry technical and safety criteria</i><br>2.2 Match water entry to boat type, diver ability and sea condition<br>2.3 Demonstrate that <i>dive practice</i> meets <i>industry technical and safety criteria</i><br>2.4 Match exit techniques to boat type, sea condition and diver ability<br>2.5 Outline <i>entry and exit hazards</i> to <i>industry technical and safety criteria</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                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Boat terminology</b>       | [all categories] <ul style="list-style-type: none"> <li>• bow</li> <li>• stern</li> <li>• starboard</li> <li>• port</li> <li>• windward</li> <li>• leeward</li> <li>• aloft</li> <li>• below</li> <li>• above deck</li> <li>• amidship</li> <li>• head</li> <li>• galley</li> <li>• bridge</li> <li>• wheelhouse</li> <li>• transom</li> <li>• rail</li> <li>• cockpit</li> <li>• stowage</li> <li>• dry and wet areas</li> <li>• out of bounds areas</li> </ul> |
| <b>Dive practice</b>          | [all categories] <ul style="list-style-type: none"> <li>• access</li> <li>• environmental conditions</li> <li>• hazards</li> <li>• entries</li> <li>• exits</li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Emergency equipment</b>    | [all categories] <ul style="list-style-type: none"> <li>• life preservers</li> <li>• fire extinguishers</li> <li>• distress signals</li> <li>• bilge pump or bailer</li> <li>• first aid kit</li> <li>• marine radio</li> <li>• personal flotation</li> <li>• Emergency Position Indicating Radio Beacon (EPIRB)</li> </ul>                                                                                                                                      |
| <b>Entry and exit hazards</b> | [all categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                               | <ul style="list-style-type: none"> <li>• movement of boat and water</li> <li>• ladders</li> <li>• duckboards</li> <li>• entry and/or exit area access</li> <li>• other divers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Industry technical and safety criteria</b> | <p>[one category]</p> <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies             <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the hazards and safety factors involved in boat diving</li> <li>Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>successfully complete a number of dives off boats</li> <li>consistently meeting industry safety and technical standards</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Relevant national, state and local Maritime legislation relating to vessels of different sizes, their proposed area of use, the passengers and equipment carried, qualifications of skipper and crew</li> <li>Additional licensing authority requirements, eg, Marine Park authorities</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable locations for diving</li> <li>a dive boat</li> <li>scuba equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB022A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>                    | <ul style="list-style-type: none"> <li>Due to issues such as diving from a boat in different sea conditions, this unit must be assessed over a minimum of two (2) different occasions in</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                               | order to ensure consistency of performance over the Range Statements and contexts applicable to diving off boats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• Competency must be demonstrated whilst participating in actual diving activities</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                               |
|------------|-------------------------------|
| SROSCB023A | COMPLETE DRIFT DIVES ON SCUBA |
|            |                               |
| SCB        | Scuba                         |

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

This unit covers the knowledge and skills to plan and perform drift dives and to navigate and communicate whilst drift diving.

| ELEMENT                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan drift dives</b>                | 1.1 Identify <b>currents</b> and their characteristics in the plan<br>1.2 Make and relate <b>ascent decisions</b> to drift dive party<br>1.3 Negotiate <b>drift dive plan</b> with buddy and other team members<br>1.4 Select <b>drift dive equipment</b> that meets <b>industry technical and safety criteria</b><br>1.5 Demonstrate that dive team recovery and/or exit planning meets <b>industry technical and safety criteria</b>                                  |
| <b>2 Perform drift dives</b>             | 2.1 Demonstrate positive, neutral and negative buoyancy during drift dive practice<br>2.2 Demonstrate that descents are simultaneous with the dive team<br>2.3 Perform <b>drift diving ascents</b> to meet the negotiated dive plan<br>2.4 Complete drift dives with and without a surface reference float and/or boat<br>2.5 Perform drift dive practice to <b>industry technical and safety criteria</b> with respect to access, hazards and environmental conditions |
| <b>3 Communicate whilst drift diving</b> | 3.1 Use surface signalling equipment to achieve and maintain communication<br>3.2 Maintain relative position with dive team while drift diving<br>3.3 Give, receive and respond to hand signals as agreed in the dive plan                                                                                                                                                                                                                                              |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ascent decisions</b>                       | [all categories] <ul style="list-style-type: none"> <li>• minimum air supply</li> <li>• location</li> <li>• signals</li> </ul>                                                                                                                                                                                                                                                                                                                              |
| <b>Currents</b>                               | [four categories] <ul style="list-style-type: none"> <li>• on-shore</li> <li>• off-shore</li> <li>• river</li> <li>• tidal induced</li> <li>• long-shore</li> <li>• rip</li> </ul>                                                                                                                                                                                                                                                                          |
| <b>Drift dive equipment</b>                   | [all categories] <ul style="list-style-type: none"> <li>• surface floats</li> <li>• lines</li> <li>• emergency signalling devices</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>Drift dive plan</b>                        | [all categories] <ul style="list-style-type: none"> <li>• descent</li> <li>• ascent</li> <li>• communications</li> <li>• hazards</li> <li>• emergency procedures for separation and exhaustion</li> </ul>                                                                                                                                                                                                                                                   |
| <b>Drift diving ascents</b>                   | [one category] <ul style="list-style-type: none"> <li>• may be as               <ul style="list-style-type: none"> <li>○ buddy pairs</li> <li>○ a group</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                              |
| <b>Industry technical and safety criteria</b> | [one category] <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> </ul> </li> </ul> |



|  |                                                                                                                                         |
|--|-----------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>○ Australian Underwater Scuba Instructors (AUSI)</li><li>○ British Sub-Aqua Club (BSAC)</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards and the factors affecting drift diving</li> <li>Assessment of performance should be over a minimum of three (3) different drift dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge to plan safe drift dives</li> <li>successfully complete drift dives to meet industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Currents and their affect on drift diving</li> <li>Signalling techniques and equipment</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 18 metres depth</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>scuba equipment</li> <li>suitable locations for drift diving</li> <li>diving boat</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB023A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>                    | <ul style="list-style-type: none"> <li>Due to issues such as covering the various types of current, this unit must be assessed over a minimum of three (3) different dives in order to ensure consistency of performance over the Range Statements and contexts applicable to drift diving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• Competency must be demonstrated whilst participating in actual underwater scuba activities whilst drift diving</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
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| 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                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                          |
|------------|------------------------------------------|
| SROSCB024A | DIVE AT ALTITUDE GREATER THAN 300 METRES |
|            |                                          |
| SCB        | Scuba                                    |

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

This unit covers the knowledge and skills to prepare for and complete dives at an altitude greater than 300 metres.

| ELEMENT                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare for altitude dives</b>                        | 1.1 Identify <b><i>factors affected by altitude</i></b> and compare the differences between diving at altitude and at other sites<br>1.2 Calculate no-decompression limits for single and repetitive altitude dives to <b><i>industry technical and safety criteria</i></b><br>1.3 Demonstrate <b><i>first aid</i></b> for potential altitude related diving incidents<br>1.4 Outline exposure protection and select equipment to <b><i>industry technical and safety criteria</i></b> |
| <b>2 Perform dives at altitude greater than 300 metres</b> | 2.1 Adjust depth gauge readings for altitude-induced errors<br>2.2 Demonstrate altitude dive practice that meets <b><i>industry technical and safety criteria</i></b>                                                                                                                                                                                                                                                                                                                  |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Factors affected by altitude</b>           | [all categories] <ul style="list-style-type: none"> <li>• buoyancy</li> <li>• temperature</li> <li>• partial pressure differences</li> <li>• equipment needs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>First aid</b>                              | [all categories] <ul style="list-style-type: none"> <li>• decompression illnesses</li> <li>• hypoxia</li> <li>• hypothermia</li> <li>• narcosis</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Industry technical and safety criteria</b> | [one category] <ul style="list-style-type: none"> <li>• the standards and procedures outlined in the manuals of accredited scuba agencies               <ul style="list-style-type: none"> <li>○ Professional Association of Diving Instructors (PADI)</li> <li>○ National Association of Underwater Instructors (NAUI)</li> <li>○ Scuba Schools International (SSI)</li> <li>○ National Association of Scuba Diving Schools (NASDS)</li> <li>○ Australian Underwater Scuba Instructors (AUSI)</li> <li>○ British Sub-Aqua Club (BSAC)</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards and the factors affecting altitude diving</li> <li>Assessment of performance should be over a minimum of three (3) different dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge to plan safe dives at altitude</li> <li>successfully complete altitude dives to industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> <li>SROSCB004A Complete deep dives to between 18 and 40 metres</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Altitude and its affect on diving</li> <li>Equipment needs at altitude</li> <li>First aid procedures for potential altitude induced diving incidents</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving up to 40 metres depth</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>scuba equipment</li> <li>suitable locations for diving at altitude</li> <li>navigation equipment</li> <li>first aid equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB024A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>                    | <ul style="list-style-type: none"> <li>Due to issues such as the various factor affected by altitude this unit must be assessed over a minimum of three (3) different dives in order to ensure</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | consistency of performance over the Range Statements and contexts applicable to altitude diving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• Competency must be demonstrated whilst participating in actual underwater scuba activities at altitude</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3                               | 3                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                  |
|------------|--------------------------------------------------|
| SROSCB025A | COMPLETE A DIVE USING ENRICHED AIR NITROX (EANX) |
|            |                                                  |
| SCB        | Scuba                                            |

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

This unit covers the knowledge and skills to plan an EANx dive, prepare to dive using EANx, dive using EANx, and disassemble and maintain equipment used for EANx dives.

| ELEMENT                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan an EANx dive</b>                                      | 1.1 Identify the <b>requirements</b> of EANx use and associated <b>hazards</b><br>1.2 Prepare the dive plan to meet industry technical and safety criteria                                                                                                                                                                                                                                        |
| <b>2 Prepare to dive using EANx</b>                             | 2.1 Select <b>blend and equipment</b> that meets industry technical and safety criteria<br>2.2 Conduct dive preparation ensuring that dive equipment is <b>maintained</b> to industry technical and safety criteria<br>2.3 Select site within limitations of client and meets industry technical and safety criteria                                                                              |
| <b>3 Dive using EANx</b>                                        | 3.1 Adhere to dive plan<br>3.2 Monitor depth and time to meet EANx criteria and industry technical and safety criteria<br>3.3 Take remedial action to avoid hazards<br>3.4 Conduct EANx dive practice within recreational diving maximum limits and to meet industry technical and safety criteria                                                                                                |
| <b>4 Disassemble and maintain equipment used for EANx dives</b> | 4.1 Maintain positive pressure in the cylinder to avoid entry of atmospheric air<br>4.2 Disassemble regulators and gauges to meet industry technical and safety criteria<br>4.3 Use cylinders in accordance with industry technical and safety criteria<br>4.4 Ensure servicing and maintenance include parts compatible with elevated oxygen mix and meet industry technical and safety criteria |

## Range Statements

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

| RANGE STATEMENT            | CATEGORIES                                                                                                                                                                                                                                                      |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Blend and equipment</b> | [all categories] <ul style="list-style-type: none"> <li>• cylinder</li> <li>• regulator</li> <li>• gauges and accessories</li> <li>• valves</li> <li>• oxygen compatibility/clean</li> <li>• labelling</li> <li>• blend analysis</li> </ul>                     |
| <b>Hazards</b>             | [all categories] <ul style="list-style-type: none"> <li>• equipment contamination</li> <li>• oxygen toxicity</li> <li>• explosion risk</li> <li>• decompression illness</li> <li>• EANx blend analysis</li> </ul>                                               |
| <b>Maintained</b>          | [all categories] <ul style="list-style-type: none"> <li>• cylinder specifications</li> <li>• coding</li> <li>• stamping</li> <li>• oxygen cleaning of equipment</li> </ul>                                                                                      |
| <b>Requirements</b>        | [all categories] <ul style="list-style-type: none"> <li>• approved cylinders</li> <li>• colour coding</li> <li>• dive planning</li> <li>• stamping</li> <li>• compliance</li> <li>• adequate filtering</li> <li>• compatible equipment and materials</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hazards and the factors affecting diving with EANx</li> <li>Assessment of performance should be over a minimum of three (3) different EANx dives, covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge to plan safe EANx dives</li> <li>successfully complete EANx dives to meet industry technical and safety criteria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Other specialty diving units</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Knowledge of the implications of relevant Australian and international standards on equipment use and performance</li> <li>Manufacturer's design specifications and recommendations for equipment use</li> <li>Minimal impact codes, eg, Code of best environmental practice, GBRMPA (Great Barrier Reef Marine Park Authority)</li> <li>Principles of mixing gas</li> <li>Different types of gas and its application in technical diving</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Decision making to determine gas plan</li> <li>Problem solving to eliminate/minimise hazards</li> <li>Observation to carry out a pre-dive inspection of diving equipment</li> <li>Open water diving skills</li> <li>Underwater navigation skills</li> <li>Calculate partial oxygen to determine oxygen time limit</li> <li>Calculate gas consumption for working diver</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>scuba equipment</li> <li>suitable locations for diving with EANx</li> <li>diving boat</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSCB014A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry</li> </ul> </li> </ul>                                                                                                                                      |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>through provision of evidence of professional activity in the relevant area</p> <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                             |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the complexities involved with diving with EANx, this unit must be assessed over a minimum of three (3) different dives in order to ensure consistency of performance over the Range Statements and contexts applicable to EANx diving</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency must be demonstrated whilst participating in actual underwater scuba activities whilst EANx diving</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Preparing a gas plan</li> <li>• <b>Communicating ideas and information</b> - Determining team mission</li> <li>• <b>Planning and organising activities</b> - Organising the dive boat and support divers</li> <li>• <b>Working with teams and others</b> - Conducting descent checks</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating gas consumption</li> <li>• <b>Solving problems</b> - Responding to emergency situations, eg, manifold failure</li> <li>• <b>Using technology</b> - Operating a multigas computer</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                |
|------------|------------------------------------------------|
| SROSCB026A | APPLY ENVIRONMENTAL KNOWLEDGE TO ENHANCE DIVES |
|            |                                                |
| SCB        | Scuba                                          |

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

This unit covers knowledge and skills involved in developing an awareness of, and sensitivity to, a variety of aquatic environments and habitats.

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                  |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare for a dive in a sensitive environment</b> | 1.1 Check equipment prior to dive (including dive lights)<br>1.2 Select appropriate amount of weight to attain neutral buoyancy<br>1.3 <b>Research</b> specific diving considerations to plan a dive for minimal environmental impact |
| <b>2 Demonstrate minimal impact techniques</b>         | 2.1 Demonstrate <b>techniques</b> to minimise impact on a sensitive environment                                                                                                                                                       |
| <b>3 Identify aquatic elements</b>                     | 3.1 Identify and describe the ecology of a major aquatic <b>habitat</b><br>3.2 Identify and describe the <b>characteristics</b> of the major groups of <b>aquatic life</b> in a local aquatic habitat                                 |

## Range Statements

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

| RANGE STATEMENT        | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aquatic life</b>    | [three categories] <ul style="list-style-type: none"> <li>• plants               <ul style="list-style-type: none"> <li>○ seagrasses, eg, kelp</li> <li>○ algae, eg, coralline algae</li> </ul> </li> <li>• invertebrates               <ul style="list-style-type: none"> <li>○ sponges</li> <li>○ crustaceans</li> <li>○ nudibranchs</li> <li>○ crinoids</li> </ul> </li> <li>• vertebrates               <ul style="list-style-type: none"> <li>○ fishes</li> <li>○ marine mammals</li> <li>○ reptiles</li> <li>○ birds</li> </ul> </li> </ul> |
| <b>Characteristics</b> | [all categories] <ul style="list-style-type: none"> <li>• appearance (morphology)</li> <li>• physiology</li> <li>• behaviour</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Habitats</b>        | [two categories] <ul style="list-style-type: none"> <li>• estuarine               <ul style="list-style-type: none"> <li>○ mangroves</li> <li>○ salt marsh</li> </ul> </li> <li>• freshwater</li> <li>• coastal</li> <li>• marine               <ul style="list-style-type: none"> <li>○ tropical coral reef</li> <li>○ subtropical reef</li> <li>○ kelp</li> <li>○ temperate waters</li> <li>○ seagrass</li> </ul> </li> </ul>                                                                                                                   |
| <b>Research</b>        | [two categories] <ul style="list-style-type: none"> <li>• local knowledge, eg, verbal, local guides</li> <li>• library</li> <li>• world wide web</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Techniques</b>      | [all categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



|  |                                                                                                                                               |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• movement by breath control</li><li>• fin control</li><li>• hovering</li><li>• moving slowly</li></ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of a variety of aquatic environments and habitats</li> <li>Assessment of performance should be over a minimum of two (2) different aquatic environments, covering the prescribed number of categories from Range Statements that are applicable to developing an environmental appreciation of a aquatic environment in the learners environment</li> <li>Assessment must confirm knowledge of               <ul style="list-style-type: none"> <li>aquatic environments and habitats</li> <li>aquatic characteristics of a major category of aquatic life</li> <li>strategies and techniques to minimise impact when scuba diving</li> <li>threats to aquatic and coastal environments</li> <li>conservation strategies to preserve aquatic environments</li> </ul> </li> </ul>                                                                                                                                                                                                                      |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSCB002A Complete specialty open water dives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with other unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Aquatic habitats</li> <li>Characteristics of a major category of aquatic life</li> <li>Strategies and techniques to minimise impact when scuba diving</li> <li>Threats to coastal and aquatic environments</li> <li>Conservation strategies to preserve aquatic environments</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Open water diving skills</li> <li>Techniques to fine tune buoyancy and position</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable dive locations</li> <li>scuba diving equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit, i.e., SROSCB026A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEME001B to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as the diversity of specialty diving, this unit must be assessed over a minimum of two (2) different aquatic environments, in order to ensure consistency of performance over the Range Statements and contexts applicable to a selection of specialty dive activities</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>Competency must be demonstrated in actual/real diving activities</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |                            |                             |                                     |                |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1                               | 1                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on plant and animal species in the local marine environment</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating no-decompression limits</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                        |
|------------|--------------------------------------------------------|
| SROSCB027A | DIVE IN OPEN WATER USING HOOKAH (SURFACE SUPPLIED AIR) |
| SCB        | Scuba                                                  |

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

This unit covers the knowledge and skills to prepare to dive using hookah, dive using hookah, complete post dive procedures, and act as dive tender during hookah operation. Dives are to be conducted in a recreational context and are not to exceed 18 metres in depth. This unit is not intended to be used as training for commercial seafood harvesting.

| ELEMENT                                                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for a hookah dive</b>                                                            | 1.1 Ensure sufficient food and water is available to maintain physiological well being pre- and post-dive<br>1.2 Select personal clothing for pre- and post-dive and identify properties that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of <b>statutory and organisational procedures</b> (where applicable) and <b>contextual issues</b> relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                |
| <b>2 Demonstrate knowledge and understanding of hookah diving equipment and procedures</b> | 2.1 Identify and explain the <b>benefits</b> of hookah diving over SCUBA diving<br>2.2 List the items of <b>personal equipment</b> required for hookah diving and identify the design/construction features that make it appropriate<br>2.3 Identify and describe the purpose of the <b>components</b> of a hookah diving system<br>2.4 Explain <b>maintenance procedures</b> for hookah diving equipment<br>2.5 Identify and explain the <b>risks</b> associated with hookah diving<br>2.6 Explain the <b>communication</b> procedure used while hookah diving                                                   |
| <b>3 Conduct a hookah dive</b>                                                             | 3.1 Demonstrate the procedures for preparing the surface supplied air unit for use<br>3.2 Assemble, prepare and don all personal equipment for a hookah dive<br>3.3 Perform a pre-dive safety check and deep water entry<br>3.4 Perform a <b>five-point descent</b><br>3.5 Swim a distance of at least 25 metres underwater on surface supplied air in a controlled manner, while properly equalising to accommodate depth changes, and ensuring no entanglement or kinking of the air hose<br>3.6 Demonstrate hookah diving <b>techniques and emergency procedures</b><br>3.7 Perform a <b>five-point ascent</b> |
| <b>4 Complete a hookah dive</b>                                                            | 4.1 Perform a deep water exit<br>4.2 Demonstrate the correct technique for rolling and storing the diver air hose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Range Statements

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

| RANGE STATEMENT      | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Benefits</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• a bulky air cylinder does not encumber the diver</li> <li>• the diver is not restricted, in the amount of possible dive time, by carrying a limited amount of air</li> <li>• the diver does not have to change compressed air cylinders - therefore the diver does not require spare compressed air cylinders or a high-pressure compressor</li> <li>• in the case of underwater entrapment, the diver has a potentially unlimited amount of air to sustain them until help arrives</li> <li>• this type of diving lends itself to carrying a bailout system, as there is no bulky compressed air cylinder on the divers back</li> <li>• this type of diving lends itself well to drift diving, where the diver covers a large area with the support vessel following</li> </ul> |
| <b>Communication</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• from assistant <ul style="list-style-type: none"> <li>○ one firm tug: I need to communicate</li> <li>○ two firm tugs: I have an equipment problem and you need to end the dive and surface</li> <li>○ three firm tugs: Emergency - ascend immediately on your bail out system</li> </ul> </li> <li>• from diver <ul style="list-style-type: none"> <li>○ one firm tug: I need to communicate</li> <li>○ two firm tugs: I have an emergency - I need you to pull me up</li> <li>○ three firm tugs: I have an emergency - I need assistance on the bottom</li> </ul> </li> </ul>                                                                                                                                                                                                   |
| <b>Components</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• air compressor <ul style="list-style-type: none"> <li>○ motor</li> <li>○ compressor</li> <li>○ reserve tank</li> </ul> </li> <li>• in line pressure gauge</li> <li>• air hoses <ul style="list-style-type: none"> <li>○ air intake hose</li> <li>○ motor exhaust hose</li> <li>○ diver air hose</li> </ul> </li> <li>• fittings/non-return valves <ul style="list-style-type: none"> <li>○ air hose to surface supplied air unit</li> <li>○ air hose to regulator/s</li> </ul> </li> <li>• regulator</li> <li>• bail out cylinder and regulator</li> </ul>                                                                                                                                                                                                                       |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <ul style="list-style-type: none"> <li>weight system</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Contextual issues</b>      | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>may include, but not be limited to             <ul style="list-style-type: none"> <li>distance from land</li> <li>weather forecast</li> <li>size of tender</li> <li>number of divers</li> <li>intended duration and number of dives</li> <li>amount of fuel available (for tender and compressor)</li> <li>water conditions, eg, temperature, visibility, currents, swell</li> <li>marine life/activity</li> </ul> </li> </ul> |
| <b>Five-point ascent</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>signal the intent to ascend</li> <li>note the time</li> <li>place right hand over the head for protection</li> <li>look up</li> <li>swim up slowly while ensuring the air hose does not get tangled</li> </ul>                                                                                                                                                                                                                          |
| <b>Five-point descent</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>signal the intent to descend</li> <li>orientate position in the water</li> <li>ensure regulator is correctly fitted</li> <li>note the time</li> <li>descend feet first, equalising every metre</li> </ul>                                                                                                                                                                                                                               |
| <b>Maintenance procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>check and clean or replace filters on compressor as per manufacturers recommendations</li> <li>check V-belt for signs of deterioration and tension</li> <li>regularly run out the diver air hose to remove twists from the hose</li> <li>check the diver air hose for cuts and abrasions</li> <li>check bail out cylinder and regulator, and ensure cylinder is filled prior to each dive</li> </ul>                                    |
| <b>Personal equipment</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>mask, snorkel and fins</li> <li>exposure suit appropriate for the local diving environment</li> <li>buoyancy compensating device</li> <li>weight system</li> <li>complete instrumentation including a means to monitor depth, time underwater and direction</li> </ul>                                                                                                                                                                  |
| <b>Risks</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>motor exhaust gases entering the air intake hose</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                | <ul style="list-style-type: none"> <li>• entanglements or kinks in diver air hose</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Statutory and organisational procedures</b> | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• marine parks and wildlife legislation</li> <li>• maritime rules and regulations</li> <li>• documented organisational standards and operating procedures</li> <li>• manufacturer's recommendations</li> </ul>                                                                                                                                                                                                                                                                                 |
| <b>Techniques and emergency procedures</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• in water too deep to stand             <ul style="list-style-type: none"> <li>○ adjust weight system</li> <li>○ clear dive mask</li> <li>○ send and receive messages from the surface</li> <li>○ change between surface supplied air regulator and bail out regulator and change back again in a controlled manner</li> <li>○ remove and refit the surface air supplied hose and belt/harness while using the bail out regulator</li> <li>○ remove and refit the weight system</li> </ul> </li> </ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hookah diving theory, diving equipment and industry practices and safety criteria</li> <li>Assessment of performance should be over a minimum of two (2) open water dives covering the prescribed number of categories of the Range Statements that are applicable in the learner's environment. (The open water dives are to be conducted over at least two (2) days, with no dive exceeding 18 metres in depth)</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge of diving theory and practice to safely perform a hookah dive</li> <li>monitor and operate a surface supply air unit</li> <li>send and receive messages from the surface</li> <li>perform emergency procedures in the event of a system failure</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS002B Plan for minimal environmental impact</li> <li>SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Physics and physiology                   <ul style="list-style-type: none"> <li>direct effects of                       <ul style="list-style-type: none"> <li>pressure</li> <li>buoyancy</li> <li>pressure/volume relationships</li> <li>air consumption</li> </ul> </li> <li>how pressure affects density</li> <li>how pressure affects air spaces</li> <li>indirect effects of pressure</li> <li>ongassing and offgassing</li> <li>decompression sickness</li> <li>nitrogen narcosis</li> <li>oxygen toxicity</li> <li>carbon monoxide toxicity</li> <li>hypo/hyperthermia</li> </ul> </li> <li>Decompression Illness (DCI)                   <ul style="list-style-type: none"> <li>ongassing/offgassing nitrogen</li> <li>residual nitrogen</li> <li>dive planning to avoid DCI</li> <li>signs and symptoms of DCI</li> <li>first aid</li> </ul> </li> <li>Effect of environment on diving activities                   <ul style="list-style-type: none"> <li>tides</li> <li>currents</li> <li>waves and surf</li> <li>water conditions</li> </ul> </li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>▪ visibilities</li> <li>▪ entry and exit points</li> <li>▪ bottom conditions</li> <li>▪ marine life</li> <li>○ No-decompression dive tables</li> <li>○ Selection and preventative maintenance of hookah diving equipment</li> <li>○ Diver first aid, and missing diver procedures</li> <li>○ Underwater communication systems</li> <li>○ Factors affecting the planning of safe diving activities</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Select, check, assemble, and don equipment</li> <li>○ Pre-dive gear check for self and buddy</li> <li>○ Entries and exits</li> <li>○ Remove and replace weight belt on surface</li> <li>○ Remove and replace equipment on surface</li> <li>○ Give, recognise and respond to underwater signals</li> <li>○ Dive with minimal impact on environment</li> <li>○ Ability to swim 100 metres on the surface wearing diving equipment</li> <li>○ Mask and regulator removal, recovery and replacement</li> <li>○ Use of buddy system</li> <li>○ Buoyancy control</li> <li>○ Underwater navigation (natural and compass)</li> <li>○ Emergency procedures, eg, tired diver assist, sharing air, controlled emergency swimming ascent, unconscious diver rescue</li> </ul> </li> </ul>                                                                                                                                              |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable hookah dive locations with open water</li> <li>○ hookah equipment <ul style="list-style-type: none"> <li>▪ mask</li> <li>▪ fins</li> <li>▪ snorkel</li> <li>▪ buoyancy control device (BCD)</li> <li>▪ weights</li> <li>▪ exposure suit</li> <li>▪ bail out breathing system</li> <li>▪ complete instrumentation</li> <li>▪ complete surface air supply unit</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit, i.e., SROSCB027A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as covering all the safety implications, this unit must be assessed over a minimum of two (2) open water dives in order to ensure depth of knowledge and consistency of performance over the complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                               | Range Statements and contexts applicable to hookah diving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• Competency must be demonstrated in an actual/real hookah dive activity and all relevant aspects of equipment use; diving should be assessed in an underwater environment (that is, dry land demonstration of competence is insufficient)</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 2                          | 2                           | 3                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on duration and depth of dive(s) and organising it in a log book</li> <li>• <b>Communicating ideas and information</b> - Communicating with dive buddy during dive</li> <li>• <b>Planning and organising activities</b> - Planning number of dives, depths and duration</li> <li>• <b>Working with teams and others</b> - Diving with a buddy</li> <li>• <b>Using mathematical ideas and techniques</b> - Determining the amount of fuel required to run the compressor for the intended duration of the dive</li> <li>• <b>Solving problems</b> - Dealing with out-of-air situations</li> <li>• <b>Using technology</b> - Using dive computers to record details of dive</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

# **SNOWBOARDING**



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|            |                               |
|------------|-------------------------------|
| SROSKB001A | SNOWBOARD ON BEGINNER TERRAIN |
|            |                               |
| SKB        | Snowboarding                  |

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

This unit covers the knowledge and skills required to snowboard on beginner terrain at a snowsport area and adhere to safe snowboarding practices. Beginner terrain is equivalent to a green run at a snow sport area.

| ELEMENT                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                          | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                        |
| <b>2 Select appropriate equipment to participate in activity</b>        | 2.1 Select appropriate <b>equipment and accessories</b> after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                   |
| <b>3 Snowboard on a minimum of one beginner run at a snowsport area</b> | 3.1 Demonstrate warm up and stretching exercises<br>3.2 Demonstrate straight running with an upright centred stance while looking at terrain ahead<br>3.3 Demonstrate side-slipping with flexion-extension and pressure control in the lateral and longitudinal plane on both toe and heel side<br>3.4 Maintain a sliding traverse with centred pressure over the board<br>3.5 Link a basic turn through the fall-line, showing a blend of the fundamental <b>movements</b><br>3.6 Control speed by turning the board across the fall line using a blend of the <b>movements</b>     |
| <b>4 Adhere to safe snowboarding practices</b>                          | 4.1 Identify the importance of <b>comfort and safety</b> when selecting a snowboard, boots, binding and wrist guards for a beginner snowboarder<br>4.2 Identify the basic functions of snowboard, bindings including the retention device, boots and wrist guards, one of which must be a safety function<br>4.3 Use snowboarding skills to avoid <b>hazards</b> in a variety of snow, terrain, and weather <b>conditions</b><br>4.4 Comply with all snow sport area regulations<br>4.5 Explain the Alpine Responsibility Code and compliance of snowboarding practice with the code |

## Range Statements

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

| RANGE STATEMENT                  | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Comfort and safety</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to               <ul style="list-style-type: none"> <li>○ length of snowboard</li> <li>○ boot type</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                 |
| <b>Conditions</b>                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ Snow                   <ul style="list-style-type: none"> <li>▪ surface snow conditions</li> </ul> </li> <li>○ Terrain                   <ul style="list-style-type: none"> <li>▪ steepness of slope</li> <li>▪ run out</li> </ul> </li> <li>○ Weather                   <ul style="list-style-type: none"> <li>▪ visibility</li> <li>▪ wind</li> <li>▪ sun</li> </ul> </li> </ul> </li> </ul> |
| <b>Equipment and accessories</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include, but not be limited to               <ul style="list-style-type: none"> <li>○ beanie</li> <li>○ board</li> <li>○ boots</li> <li>○ bindings</li> <li>○ wrist guards</li> <li>○ gloves</li> <li>○ sun glasses/goggles</li> <li>○ pants</li> <li>○ jacket</li> <li>○ sunscreen</li> </ul> </li> </ul>                                                                                                                                                                           |
| <b>Hazards</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snow sport area machinery</li> <li>○ signage</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul>                                                                                                                                                                                                                                      |
| <b>Movements</b>                 | <p>[all categories]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|  |                                                                                                                                                                                            |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• should show but are not limited to<ul style="list-style-type: none"><li>○ steering</li><li>○ edging</li><li>○ pressure control</li></ul></li></ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of snowboarding on beginner terrain (green run)</li> <li>• Assessment of performance must be over a minimum of two (2) occasions covering the prescribed number of categories from the Range Statements. Assessments may occur on the same run</li> <li>• Assessment must confirm the ability to perform basic manoeuvres on a snowboard on beginner terrain and adhere to safe snowboarding practices</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ control speed during turns</li> <li>○ link basic turns through the fall line</li> <li>○ avoid hazards using snowboarding skills</li> </ul> </li> </ul>                                                                                                                                          |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROOPS001B Implement minimal environmental impact practices</li> <li>○ SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul>                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Retention devices</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Balance on a snowboard</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain (green runs)</li> <li>○ suitable clothing</li> <li>○ snowboard</li> <li>○ bindings</li> <li>○ boots</li> <li>○ retention device</li> <li>○ food and water</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in the unit SROSKB002A</li> <li>○ be competent in the units SRXFAD001A, SRXRISK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating all the prescribed moves in a controlled fashion, this unit of competency must be assessed over a minimum of two (2) occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to snowboarding on beginner terrain. Assessments may occur on the same run</li> </ul>                                                                                                                                                                                                                                                                                                                                             |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real snowboarding activity at a snow sport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Not applicable</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Snowboarding in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating correct binding setting for weight and experience</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                   |
|------------|-----------------------------------|
| SROSKB002A | SNOWBOARD ON INTERMEDIATE TERRAIN |
|            |                                   |
| SKB        | Snowboarding                      |

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

This unit covers the knowledge and skills required to snowboard on a minimum of one blue run at a snowsport area and adhere to safe snowboard practices. Intermediate terrain is equivalent to blue runs at a snowsport area.

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                      | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                     |
| <b>2 Select appropriate equipment to participate in activity</b>    | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                       |
| <b>3 Snowboard on a minimum of one blue run at a snowsport area</b> | 3.1 Demonstrate warm up and stretching exercises<br>3.2 Demonstrate snowboarding with an upright centred stance<br>3.3 Execute snowboard techniques in basic skidded turns and strong edged turns, using a blend of the <b>movements</b><br>3.4 Demonstrate strong edged <b>turns</b> through the fall line<br>3.5 Control speed with the shape of the turn, using a blend of the <b>movements</b> and the turn-shape adapted for conditions and terrain<br>3.6 Describe snowboard, boot and binding options, in relation to their <b>performance characteristics</b>                                             |
| <b>4 Adhere to safe snowboarding practices</b>                      | 4.1 Identify the importance of <b>comfort and safety</b> when selecting a snowboard, boots, bindings and wrist guards, for an intermediate snowboarder<br>4.2 Identify the functions of snowboards, bindings including the retention device, boots and wrist guards, one of which must be a safety function<br>4.3 Use snowboarding skills to avoid <b>hazards</b> in a variety of <b>snow conditions, terrain conditions</b> and <b>weather conditions</b><br>4.4 Comply with all snowsport area regulations<br>4.5 Explain the Alpine Responsibility Code and compliance of snowboarding practice with the code |

## Range Statements

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

| RANGE STATEMENT                    | CATEGORIES                                                                                                                                                                                                                                                                                                                |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Comfort and safety</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to               <ul style="list-style-type: none"> <li>○ snowboard length</li> <li>○ height and weight</li> <li>○ boot type</li> </ul> </li> </ul>                                                                       |
| <b>Hazards</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul>              |
| <b>Movements</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to               <ul style="list-style-type: none"> <li>○ steering</li> <li>○ edging</li> <li>○ pressure control</li> </ul> </li> </ul>                                                                                 |
| <b>Performance characteristics</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should outline but are not limited to               <ul style="list-style-type: none"> <li>○ side-cut</li> <li>○ overall length</li> <li>○ effective edge</li> <li>○ forward lean</li> <li>○ stance width</li> <li>○ stance angle</li> </ul> </li> </ul> |
| <b>Snow conditions</b>             | <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ surface snow conditions</li> </ul> </li> </ul>                                                                                                                                         |
| <b>Terrain conditions</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ steepness of slope</li> <li>○ run out</li> </ul> </li> </ul>                                                                                                   |



|                           |                                                                                                                                                                                                       |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Turns</b>              | <p>[all categories]</p> <ul style="list-style-type: none"><li>• must include but are not limited to<ul style="list-style-type: none"><li>○ medium radius</li><li>○ long radius</li></ul></li></ul>    |
| <b>Weather conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• may include but are not limited to<ul style="list-style-type: none"><li>○ visibility</li><li>○ wind</li><li>○ sun</li></ul></li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of snowboarding on intermediate terrain, i.e., blue runs</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to perform designated manoeuvres on intermediate terrain and adhere to safe skiing snowboarding practices</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ demonstrate use of edge control to undertake turns</li> <li>○ demonstrate knowledge of various types of snowboard and binding options</li> </ul> </li> </ul>                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKB001A Snowboard on beginner terrain</li> <li>○ SROODR002A Plan outdoor recreation activities</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                     |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Types of runs at snowsport areas</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Balance on a snowboard</li> <li>○ Linking of turns</li> <li>○ Use of tows, lifts and chairs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                    |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain (blue runs)</li> <li>○ suitable clothing</li> <li>○ snowboard</li> <li>○ boots</li> <li>○ bindings</li> <li>○ lift pass</li> <li>○ food and water</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSKB003A</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating all the prescribed moves in a controlled manner, 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 snowboarding on intermediate terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill snowboarding activity at a snowsport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating proposed runs with other boarders</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Snowboarding in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating correct binding setting for weight and experience</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                   |
|------------|---------------------------------------------------|
| SROSKB003A | SNOWBOARD ON ADVANCED TERRAIN AT A SNOWSPORT AREA |
|            |                                                   |
| SKB        | Snowboarding                                      |

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

This unit covers the knowledge and skills required to snowboard on advanced terrain at a snowsport area and adhere to safe snowboard practice. Advanced terrain is equivalent to black runs at a snowsport area.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                   | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                                                                                                                                                                                 |
| <b>2 Select appropriate equipment to participate in activity</b> | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>3 Snowboard on advanced terrain at a snowsport area</b>       | 3.1 Demonstrate warm up and stretching exercises<br>3.2 Execute snowboarding <b>movements</b> whilst maintaining a relaxed, upright stance<br>3.3 Blend together snowboarding <b>movements</b> to demonstrate efficient riding<br>3.4 Demonstrate <b>linked turns</b> through the fall line and controlled speed through <b>turnshape</b><br>3.5 Achieve different <b>turn types</b> by appropriately blending snowboarding <b>movements</b><br>3.6 Utilise <b>design of equipment</b> to enhance snowboard performance<br>3.7 Execute airs to show extension on take-off, stability in air and flexion on landing, with balance throughout<br>3.8 Demonstrate fakie <b>turns</b> on all groomed terrain through the fall line<br>3.9 Execute flat land spins in both directions maintaining a centred stance |
| <b>4 Adhere to snowboarding practices</b>                        | 4.1 Demonstrate <b>maintenance</b> of snowboard equipment<br>4.2 Demonstrate snowboarding skills to avoid <b>hazards</b> in a variety of <b>snow conditions, terrain conditions</b> and <b>weather conditions</b><br>4.3 Control snowboarding and speed in areas of slope usage. Observe all snowsport area signs and regulations<br>4.4 Explain the Alpine Responsibility Code and compliance of snowboarding practice with the code                                                                                                                                                                                                                                                                                                                                                                         |

## Range Statements

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

| RANGE STATEMENT            | CATEGORIES                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Design of equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ side-cut</li> <li>○ overall length</li> <li>○ effective edge</li> <li>○ torsional flex</li> <li>○ stance width</li> <li>○ stance angle</li> <li>○ forward lean</li> </ul> </li> </ul> |
| <b>Hazards</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul>                                     |
| <b>Maintenance</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ surfaces waxed</li> <li>○ edges sharpened</li> <li>○ bindings securely attached</li> <li>○ boots fitting firmly</li> </ul> </li> </ul>                                                |
| <b>Movements</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to               <ul style="list-style-type: none"> <li>○ steering</li> <li>○ edging</li> <li>○ pressure control</li> </ul> </li> </ul>                                                                                                        |
| <b>Turns</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to               <ul style="list-style-type: none"> <li>○ small radius</li> <li>○ medium radius</li> <li>○ large radius</li> </ul> </li> </ul>                                                                                                 |
| <b>Turnshape</b>           | <p>[all categories]</p>                                                                                                                                                                                                                                                                                                                          |

|                           |                                                                                                                                                                                                                                               |
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|                           | <ul style="list-style-type: none"> <li>• should include but is not limited to             <ul style="list-style-type: none"> <li>○ complete</li> <li>○ closed or finished and incomplete</li> <li>○ open or unfinished</li> </ul> </li> </ul> |
| <b>Turn types</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ skidded</li> <li>○ strong edged</li> </ul> </li> </ul>                              |
| <b>Snow conditions</b>    | <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ surface snow conditions</li> </ul> </li> </ul>                                                               |
| <b>Terrain conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ steepness of slope</li> <li>○ run out</li> </ul> </li> </ul>                         |
| <b>Weather conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ visibility</li> <li>○ wind</li> <li>○ sun</li> </ul> </li> </ul>                     |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of snowboarding on advanced terrain at a snowsport area (i.e., black runs)</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to demonstrate efficient and controlled moves on advanced terrain and adhere to safe skiing practices</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ link moves in an efficient and controlled manner</li> <li>○ control differing turns</li> <li>○ jump, glide and land in a balanced manner</li> <li>○ demonstrate maintenance of equipment</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROSKB002A Snowboard on intermediate terrain</li> <li>○ SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SROOPS004B Interpret weather conditions in the outdoors</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                         |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Types of runs at snowsport areas</li> <li>○ Alpine Responsibility Code</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Balance on a snowboard</li> <li>○ Linking of turns</li> <li>○ Use of tows, lifts and chairs</li> <li>○ Jumping skills</li> <li>○ Weather interpretation</li> </ul> </li> </ul>                                                                                                                                                                                                                           |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain (black runs)</li> <li>○ suitable clothing</li> <li>○ snowboard</li> <li>○ boots</li> <li>○ bindings</li> <li>○ lift pass</li> <li>○ food and water</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team)</li> </ul>                                                                                                                                                                                                                      |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                   | <p>must</p> <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                          |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating all the prescribed moves in a controlled manner, 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 snowboarding on advanced terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill snowboarding activity at a snowsport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>A Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating proposed runs with other boarders</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Snowboarding in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating correct binding setting for weight and experience</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                            |
|------------|--------------------------------------------|
| SROSKB004A | SNOWBOARD ALPINE-STYLE ON ADVANCED TERRAIN |
|            |                                            |
| SKB        | Snowboarding                               |

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

This unit covers the knowledge and skills required to: snowboard alpine-style on advanced terrain at a snowsport area; alpine snowboard through a gated course; adhere to safe snowboarding practices. Advanced terrain is equivalent to black runs at a snow sport area.

| ELEMENT                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                          | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                      |
| <b>2 Select appropriate equipment to participate in activity</b>        | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                        |
| <b>3 Snowboard alpine-style on advanced terrain at a snowsport area</b> | 3.1 Demonstrate warm up and stretching exercises<br>3.2 Apply <b>principles of form</b> to refine the <b>movements</b> of snowboarding for a high level of performance on groomed terrain<br>3.3 Apply <b>principles of form</b> to adapt the movements of snowboarding to suit all <b>terrain and snow conditions</b><br>3.4 Carve <b>turns</b> of differing <b>types, shapes and sizes</b> through the fall line<br>3.5 Control speed with the shape of the <b>turn and turn-shape</b> adapted for <b>snow and terrain conditions</b><br>3.6 Utilise <b>design of equipment</b> to enhance snowboard performance |
| <b>4 Alpine snowboard through a gated course</b>                        | 4.1 Demonstrate sideslipping through the course during inspection and describe a most efficient line.<br>4.2 Apply <b>principles of form</b> to refine the <b>movements</b> of snowboarding to result in an <b>efficient line through a gated course</b>                                                                                                                                                                                                                                                                                                                                                           |
| <b>5 Adhere to safe snowboarding practices</b>                          | 5.1 <b>Maintain snowboard equipment</b> to match performance requirements<br>5.2 Use snowboarding skills to avoid <b>hazards</b> in a variety of <b>snow conditions, terrain conditions</b> and <b>weather conditions</b><br>5.3 Control snowboarding and speed in areas of slope usage.<br>5.4 Observe all snowsport area signs and regulations<br>5.5 Explain the Alpine Responsibility Code and compliance of snowboarding practice with the code                                                                                                                                                               |

## Range Statements

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

| RANGE STATEMENT                              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Alpine-style</b>                          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• narrower board</li> <li>• greater edge contact</li> <li>• greater side-cut</li> <li>• greater stance angle</li> <li>• hard boots</li> <li>• plate bindings</li> </ul>                                                                                                                                                                   |
| <b>Design of equipment</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ side-cut</li> <li>○ overall length</li> <li>○ effective edge</li> <li>○ camber</li> <li>○ torsional flex</li> <li>○ boot flex</li> <li>○ stance width</li> <li>○ stance angle</li> <li>○ cant</li> <li>○ toe/heel lift</li> </ul> </li> </ul> |
| <b>Efficient line through a gated course</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to               <ul style="list-style-type: none"> <li>○ flow</li> <li>○ rhythm</li> <li>○ tightness to the gate</li> <li>○ early edge change</li> <li>○ effective turn shape</li> </ul> </li> </ul>                                                                                                 |
| <b>Hazards</b>                               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul>                                                                                             |
| <b>Maintenance of snowboard equipment</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to</li> </ul>                                                                                                                                                                                                                                                                                           |

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                    | <ul style="list-style-type: none"> <li>○ surfaces waxed</li> <li>○ edges sharpened</li> <li>○ bindings securely attached</li> <li>○ boots fitting firmly</li> </ul>                                                                                                                                                                                                                                                                                                |
| <b>Movements</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ steering</li> <li>○ edging</li> <li>○ pressure control</li> </ul> </li> </ul>                                                                                                                                                                                                                            |
| <b>Principles of form</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ speed</li> <li>○ timing</li> <li>○ power</li> <li>○ range</li> <li>○ co-ordination</li> </ul> </li> </ul>                                                                                                                                                                                                |
| <b>Snow conditions</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ surface snow conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                            |
| <b>Terrain conditions</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ steepness of slope</li> <li>○ run out</li> </ul> </li> </ul>                                                                                                                                                                                                                                              |
| <b>Terrain and snow conditions</b> | <p>[four categories]</p> <ul style="list-style-type: none"> <li>• should include but are not limited to             <ul style="list-style-type: none"> <li>○ steeps</li> <li>○ bumps</li> <li>○ crud</li> <li>○ ice</li> <li>○ powder</li> </ul> </li> </ul>                                                                                                                                                                                                       |
| <b>Turns</b>                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• turn types include but are not limited to             <ul style="list-style-type: none"> <li>○ up un-weighting</li> <li>○ down un-waiting</li> <li>○ skidded</li> <li>○ edged</li> <li>○ carved</li> </ul> </li> <li>• turn sizes must include but are not limited to             <ul style="list-style-type: none"> <li>○ small</li> <li>○ medium</li> <li>○ large radius</li> </ul> </li> </ul> |

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|                           | <ul style="list-style-type: none"><li>• turn shapes must include but are not limited to<ul style="list-style-type: none"><li>○ complete</li><li>○ closed or finished and incomplete</li><li>○ open or unfinished</li></ul></li></ul> |
| <b>Weather conditions</b> | [all categories] <ul style="list-style-type: none"><li>• may include but are not limited to<ul style="list-style-type: none"><li>○ visibility</li><li>○ wind</li><li>○ sun</li></ul></li></ul>                                       |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient basic knowledge of snowboarding, Alpine-style on advanced terrain at a snowsport area, i.e., black runs</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to demonstrate Alpine-style snowboarding on advanced terrain, Alpine snowboard through a gated course and adhere to safe snowboarding practices</li> <li>In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>perform turns and movements to a high level of performance</li> <li>control speed</li> <li>negotiate a gated course in an efficient way</li> <li>maintain equipment</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>SROSKB003A Snowboard on advanced terrain</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                         |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge             <ul style="list-style-type: none"> <li>Weather conditions</li> <li>Terrain conditions</li> <li>Snow conditions</li> <li>Equipment selection</li> <li>Equipment</li> <li>Types of runs at snowsport areas</li> <li>Alpine Responsibility Code</li> </ul> </li> <li>Required skills             <ul style="list-style-type: none"> <li>Balance on a snowboard</li> <li>Linking of turns</li> <li>Use of tows, lifts and chairs</li> <li>Jumping skills</li> <li>Weather interpretation</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                               |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>snowsport area with suitable terrain (black runs)</li> <li>suitable clothing</li> <li>snowboard</li> <li>boots</li> <li>bindings</li> <li>gated course</li> <li>lift pass</li> <li>food and water</li> </ul> </li> <li>Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment</li> </ul>                                                                                                                                                                                                                                                                                                                 |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>Guidelines. That is, assessors (or persons within the assessment team) must</p> <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                       |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating all the prescribed moves in a controlled manner and negotiating a gated course, 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 snowboarding, Alpine-style on advanced terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                        |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real Alpine-style snowboarding activity at a snowsport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating proposed runs with other boarders</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Snowboarding in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating correct binding setting for weight and experience</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                         |
|------------|-----------------------------------------|
| SROSKB005A | SNOWBOARD FREESTYLE ON ADVANCED TERRAIN |
| SKB        | Snowboarding                            |

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

This unit covers the knowledge and skills required to snowboard freestyle on advanced terrain at a snowsport area; snowboard freestyle on manmade features at a snowsport area; adhere to safe snowboarding practices.

| ELEMENT                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                       | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                                                                       |
| <b>2 Select appropriate equipment to participate in activity</b>     | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                                                                         |
| <b>3 Snowboard freestyle on advanced terrain at a snowsport area</b> | 3.1 Demonstrate warm up and stretching exercises<br>3.2 Apply the <b>principles of form</b> to adapt the <b>movements</b> of snowboarding to suit the <b>terrain</b> and <b>snow conditions</b><br>3.3 Link together <b>turns</b> of varying <b>radius</b> through the fall line in all <b>situations</b><br>3.4 Control speed with the <b>shape of the turn</b> and/or by using side slipping<br>3.5 Utilise <b>design of equipment</b> and equipment setup to enhance snowboarding <b>performance</b><br>3.6 Execute <b>airs</b> showing extensions on take-off, flexion on landing, with stability throughout<br>3.7 Demonstrate fakie <b>turns</b> on all groomed terrain through the fall line |
| <b>4 Snowboard freestyle on manmade features at a snowsport area</b> | 4.1 Execute <b>airs</b> utilising a table top, including a <b>grab</b> , showing extension on take-off, flexion on landing and stability throughout<br>4.2 Demonstrate half pipe riding utilising <b>board performance</b> and the <b>shape of the pipe</b><br>4.3 Demonstrate air turns either above or below the lip of the half pipe throughout a run<br>4.4 Execute snowboarding techniques through a boarder cross course, demonstrating adaptation and utilisation of <b>terrain features</b>                                                                                                                                                                                                 |
| <b>5 Adhere to safe snowboarding practices</b>                       | 5.1 <b>Maintain</b> snowboard equipment to match performance requirements<br>5.2 Apply snow boarding skills to avoid <b>hazards</b> in a variety of <b>snow conditions</b> , <b>terrain conditions</b> and <b>weather conditions</b><br>5.3 Control snowboarding and speed in areas of slope usage<br>5.4 Observe all snowsport area signs and regulations<br>5.5 Explain the Alpine Responsibility Code and compliance of snowboarding practice with the code                                                                                                                                                                                                                                      |

## Range Statements

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

| RANGE STATEMENT            | CATEGORIES                                                                                                                                                                                                                                                                                                   |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Airs</b>                | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ 180 rotation</li> <li>○ 360 rotation</li> <li>○ 540 rotation</li> <li>○ front side or backside</li> </ul> </li> </ul>                             |
| <b>Board performance</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ side cut</li> <li>○ camber</li> <li>○ effective edge</li> <li>○ torsional flex</li> </ul> </li> </ul>                                             |
| <b>Design of equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ side-cut</li> <li>○ overall length</li> <li>○ effective edge</li> <li>○ forward lean</li> <li>○ stance angle</li> </ul> </li> </ul>               |
| <b>Grab</b>                | <p>[four categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to               <ul style="list-style-type: none"> <li>○ indy</li> <li>○ mute</li> <li>○ method</li> <li>○ lien</li> <li>○ nose and tail</li> </ul> </li> </ul>                                            |
| <b>Hazards</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul> |

|                           |                                                                                                                                                                                                                                                                                     |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Maintenance</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to <ul style="list-style-type: none"> <li>○ surfaces waxed</li> <li>○ edges sharpened</li> <li>○ bindings securely attached</li> <li>○ boots fitting firmly</li> </ul> </li> </ul> |
| <b>Movements</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to <ul style="list-style-type: none"> <li>○ steering</li> <li>○ edging</li> <li>○ pressure control</li> </ul> </li> </ul>                                                         |
| <b>Performance</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to <ul style="list-style-type: none"> <li>○ ollies</li> <li>○ nose rolls</li> <li>○ airs</li> <li>○ all terrain riding</li> </ul> </li> </ul>                                    |
| <b>Principles of form</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to <ul style="list-style-type: none"> <li>○ speed</li> <li>○ timing</li> <li>○ power</li> <li>○ range</li> <li>○ co-ordination</li> </ul> </li> </ul>                             |
| <b>Radius</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to <ul style="list-style-type: none"> <li>○ small radius</li> <li>○ medium radius</li> <li>○ large radius</li> </ul> </li> </ul>                                                   |
| <b>Shape of the pipe</b>  | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to <ul style="list-style-type: none"> <li>○ frontside wall</li> <li>○ backside wall</li> <li>○ transition</li> <li>○ flat bottom</li> </ul> </li> </ul>                            |
| <b>Shape of the turn</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• can include but is not limited to <ul style="list-style-type: none"> <li>○ open</li> <li>○ unfinished incomplete and/or closed</li> <li>○ finished</li> </ul> </li> </ul>                                          |

|                           |                                                                                                                                                                                                                                                                                                                      |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>○ complete</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Situations</b>         | <p>[four categories]</p> <ul style="list-style-type: none"> <li>• should include but are not limited to             <ul style="list-style-type: none"> <li>○ crud</li> <li>○ powder</li> <li>○ bumps</li> <li>○ steeps</li> <li>○ ice</li> </ul> </li> </ul>                                                         |
| <b>Snow conditions</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ surface snow conditions</li> </ul> </li> </ul>                                                                                                              |
| <b>Terrain conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ steepness of slope</li> <li>○ run out</li> </ul> </li> </ul>                                                                                                |
| <b>Terrain features</b>   | <p>[four categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ berms</li> <li>○ rollers</li> <li>○ table tops</li> <li>○ whoop-de-doo's</li> <li>○ step ups</li> <li>○ gap jumps</li> <li>○ spines</li> </ul> </li> </ul> |
| <b>Turns</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ small radius</li> <li>○ medium radius</li> <li>○ large radius</li> </ul> </li> </ul>                                                                       |
| <b>Weather conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ visibility</li> <li>○ wind</li> <li>○ sun</li> </ul> </li> </ul>                                                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of snowboarding, freestyle on advanced terrain at a snowsport area</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to demonstrate board performance in all terrain and snow conditions and adhere to safe snowboarding practices</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ demonstrate stable "airs"</li> <li>○ demonstrate basic half-pipe riding</li> <li>○ demonstrate basic boarder cross riding</li> <li>○ demonstrate basic terrain park riding</li> <li>○ demonstrate competence at riding fakie</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKB003A Snowboard on advanced terrain</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                     |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Freestyle moves</li> <li>○ Types of runs at snowsport areas</li> <li>○ Alpine Responsibility Code</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Balance on a snowboard</li> <li>○ Linking of turns</li> <li>○ Use of tows, lifts and chairs</li> <li>○ Jumping skills</li> <li>○ Weather interpretation</li> </ul> </li> </ul>                                                                                                                                                                                                                                  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain</li> <li>○ suitable clothing</li> <li>○ snowboard</li> <li>○ boots</li> <li>○ bindings</li> <li>○ half-pipe</li> <li>○ terrain park</li> <li>○ lift pass</li> <li>○ food and water</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                   | <ul style="list-style-type: none"> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as demonstrating all the prescribed moves in a controlled manner and negotiating a gated course, 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 snowboarding, freestyle on advanced terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real freestyle snowboarding activity at a snowsport area</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                            |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating proposed runs with other boarders</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Snowboarding in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating correct binding setting for weight and experience</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                         |
|------------|-----------------------------------------|
| SROSKB006A | SNOWBOARD OFF-PISTE AT A SNOWSPORT AREA |
|            |                                         |
| SKB        | Snowboarding                            |

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

This unit covers the knowledge and skills required to, snowboard off -piste at a snowsport area in a range of snow conditions and adhere to safe snowboarding practices off-piste.

| ELEMENT                                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                                 | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                               |
| <b>2 Select appropriate equipment to participate in activity</b>               | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                 |
| <b>3 Snowboard off-piste at a snowsport area in a range of snow conditions</b> | 3.1 Execute snowboard techniques maintaining an upright centred stance<br>3.2 Select and execute <b>snowboard</b> techniques demonstrating efficient blending of the <b>movements</b><br>3.3 Adapt <b>turn types</b> and <b>shapes</b> for the terrain and snow conditions and link together through the fall line<br>3.4 Control speed with the <b>shape of the turn</b> and/or by using side slipping<br>3.5 Utilise <b>design of equipment</b> to enhance snowboarding performance<br>3.6 Execute airs in off-piste terrain showing extension on take-off, flexion on landing, with stability throughout |
| <b>4 Adhere to safe snowboarding practices off-piste</b>                       | 4.1 <b>Maintain</b> snowboard equipment to match performance requirements<br>4.2 Apply snowboarding skills to avoid <b>hazards</b> in a variety of <b>snow conditions, terrain conditions</b> and <b>weather conditions</b><br>4.3 Control snowboarding and speed in areas of slope usage. Observe all snowsport area signs and regulations<br>4.4 Explain the Alpine Responsibility Code and compliance of snowboarding practice with the code                                                                                                                                                             |

## Range Statements

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

| RANGE STATEMENT            | CATEGORIES                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Design of equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to               <ul style="list-style-type: none"> <li>○ side-cut</li> <li>○ overall length</li> <li>○ effective edge</li> <li>○ torsional flex</li> <li>○ camber</li> <li>○ soft or hard boots</li> <li>○ soft or hard bindings</li> </ul> </li> </ul> |
| <b>Hazards</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> <li>○ rocks</li> <li>○ avalanche</li> </ul> </li> </ul>                           |
| <b>Maintenance</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ surfaces waxed</li> <li>○ edges sharpened</li> <li>○ bindings securely attached</li> <li>○ boots fitting firmly</li> </ul> </li> </ul>                                                           |
| <b>Shape of the turn</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• can include but is not limited to               <ul style="list-style-type: none"> <li>○ open</li> <li>○ unfinished</li> <li>○ incomplete and/or closed</li> <li>○ finished</li> <li>○ complete</li> </ul> </li> </ul>                                                                     |
| <b>Movements</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to               <ul style="list-style-type: none"> <li>○ steering</li> <li>○ edging</li> </ul> </li> </ul>                                                                                                                                               |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                              | <ul style="list-style-type: none"> <li>○ pressure control</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Snow conditions</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ surface snow conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                 |
| <b>Terrain conditions</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ steepness of slope</li> <li>○ run out</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                   |
| <b>Turn types and shapes</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• turn types may include but are not limited to             <ul style="list-style-type: none"> <li>○ skidded</li> <li>○ edged</li> <li>○ carved</li> <li>○ up un-weighting</li> <li>○ down up-weighting</li> </ul> </li> <li>• shape of turn can include but is not limited to             <ul style="list-style-type: none"> <li>○ small radius</li> <li>○ medium radius</li> <li>○ large radius</li> </ul> </li> </ul> |
| <b>Weather conditions</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ visibility</li> <li>○ wind</li> <li>○ sun</li> </ul> </li> </ul>                                                                                                                                                                                                                                                               |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of snowboarding, off-piste at a snowsport area</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to snowboard, off-piste, away from patrolled snowsport areas and adhere to safe snowboarding practices</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ maintain an upright centred stance whilst performing techniques</li> <li>○ adhere to safe snowboarding practices off-piste</li> </ul> </li> </ul>                                                                                                                                                                                |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKB003A Snowboard on advanced terrain</li> <li>○ SRONAV002B Navigate in difficult or trackless areas</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Potential avalanche terrain</li> <li>○ Navigation techniques</li> <li>○ Survival techniques</li> <li>○ Types of runs at snowsport areas</li> <li>○ Alpine Responsibility Code</li> <li>○ First aid knowledge</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Balance on a snowboard</li> <li>○ Linking of turns</li> <li>○ Use of tows, lifts and chairs</li> <li>○ Jumping skills</li> <li>○ Weather interpretation</li> <li>○ Safe mountain travelling skills</li> <li>○ Avalanche rescue skills</li> <li>○ Navigation skills</li> <li>○ Survival skills</li> <li>○ First aid skills</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain</li> <li>○ suitable clothing</li> <li>○ snowboard</li> <li>○ boots</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                   | <ul style="list-style-type: none"> <li>○ bindings</li> <li>○ navigation equipment</li> <li>○ rescue equipment</li> <li>○ first aid kit</li> <li>○ lift pass</li> <li>○ food and water</li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the range of possible weather and terrain conditions, 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 snowboarding, off-piste at a snowsport area</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real off-piste snowboarding activity at a snowsport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                      |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating proposed runs with other boarders</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Snowboarding in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating correct binding setting for weight and experience</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                   |
|------------|-----------------------------------|
| SROSKB007A | GUIDE DAY SNOWBOARDING ACTIVITIES |
|            |                                   |
| SKB        | Snowboarding                      |

**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 snowboarding trips.

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select appropriate equipment for the group</b> | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition<br>1.2 Fit and adjust <b>equipment</b> correctly and ensure suitability to the participant and conditions<br>1.3 Pack <b>equipment</b> that is not required on hand in a suitable manner<br>1.4 Check <b>safety and rescue equipment</b> to ensure suitability to group and planned trip                                                                                                                                                                                                                                                                                                                                 |
| <b>2 Plan a day snowboarding trip for clients</b>   | 2.1 Assess skill level, experience and physical capabilities of each member of the group<br>2.2 Establish attainable group objectives<br>2.3 Select suitable location for trip to suit abilities and objectives of the group<br>2.4 Obtain and interpret weather information for local conditions of the trip<br>2.5 Obtain permits or permission for access where necessary<br>2.6 Ensure correct leader/client ratios are met<br>2.7 Prepare a checklist for personal equipment as trip leader<br>2.8 Determine food and drink requirements for group taking into account contextual issues<br>2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan                                                               |
| <b>3 Brief clients</b>                              | 3.1 Communicate logistical details to clients<br>3.2 Brief group of standard safety procedures<br>3.3 Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring<br>3.4 Outline procedure following an incident to a group member<br>3.5 Establish verbal and non-verbal <b>communication</b> system for use during trip and ensure that all clients understand system(s)                                                                                                                                                                                                                                                                                                                                |
| <b>4 Maintain physical welfare of group</b>         | 4.1 Apply knowledge of hypothermia and dehydration to trip planning in terms of food, clothing, boarding times and distances<br>4.2 Assess capabilities of group members on the day before commencing<br>4.3 Ensure all clients are properly equipped for the trip and conditions including protection from weather conditions, eg, sunscreen<br>4.4 Monitor individual client's performance and needs<br>4.5 Evaluate boarding pace and conditions<br>4.6 Monitor weather conditions<br>4.7 Evaluate implications of weather signs on trip plans<br>4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored<br>4.9 Control the group to maintain a safe enjoyable atmosphere<br>4.10 Apply risk management plan |
| <b>5 Establish effective communication</b>          | 5.1 Communicate clearly objectives and nature of the trip to the group<br>5.2 Provide clear and concise direction and advice to group during the trip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                    | <p>5.3 Ensure that good <b>communication</b> exists between all group members by encouraging interaction</p> <p>5.4 Encourage feedback and questioning from group members</p> <p>5.5 Devolve decision making where appropriate</p> <p>5.6 Recognise and resolve conflict situations</p> <p>5.7 Provide positive encouragement and empathy</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>6 Lead a group of snowboarders safely</b>       | <p>6.1 Monitor appropriate spacing between clients appropriate to conditions</p> <p>6.2 Identify a variety of potential <b>hazards</b></p> <p>6.3 Decide how each <b>hazard</b> can be safely negotiated</p> <p>6.4 Recognise situations where a <b>hazard</b> needs to be scouted</p> <p>6.5 Identify the best lines through <b>hazards</b> taking into consideration the ability of the group and safety issues</p> <p>6.6 Provide guidance of how to negotiate a <b>hazard</b> clearly and concisely to the group</p> <p>6.7 Demonstrate clearly to the group how to negotiate the <b>hazard</b></p> <p>6.8 Manage the movement of the group to maintain the safest situation when negotiating the <b>hazard</b></p> <p>6.9 Respond accordingly to any emergency or non-routine situation</p> |
| <b>7 Conduct activity in a professional manner</b> | <p>7.1 Avoid contentious issues in general conversation</p> <p>7.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words</p> <p>7.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>8 Complete post-trip responsibilities</b>       | <p>8.1 Notify relevant authority of trip completion</p> <p>8.2 Retrieve, inspect, repair and store (or retire) <b>equipment</b> according to procedures</p> <p>8.3 Evaluate, including client feedback, all aspects of trip organisation and conduct</p> <p>8.4 Suggest modifications if needed</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## Range Statements

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

| RANGE STATEMENT          | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• verbal</li> <li>• whistles</li> <li>• hand signals</li> </ul>                                                                                                                                                                                                                                                                          |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• weather</li> <li>• experience of clients</li> <li>• age of clients</li> <li>• physical health of clients</li> <li>• number of staff</li> <li>• transport</li> <li>• personal experience</li> <li>• length of trip</li> <li>• personal requirements</li> <li>• safety requirements</li> <li>• terrain</li> </ul> |
| <b>Equipment</b>         | [all categories] <ul style="list-style-type: none"> <li>• snowboard</li> <li>• bindings</li> <li>• boots</li> <li>• goggles/sun glasses</li> <li>• sun screen</li> <li>• emergency position indicating radio beacon (EPIRB)</li> <li>• appropriate clothing</li> <li>• rescue equipment</li> </ul>                                                                                               |
| <b>Hazard</b>            | [all categories relevant to location] <ul style="list-style-type: none"> <li>• rocks</li> <li>• other snow users</li> <li>• trees</li> <li>• steep terrain</li> <li>• manmade objects</li> <li>• environmental conditions</li> <li>• avalanche</li> </ul>                                                                                                                                        |

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| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• repair equipment</li><li>• first aid kit</li><li>• radio</li><li>• knife</li><li>• whistle</li><li>• emergency position indicating radio beacon (EPIRB)</li></ul> |
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## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of guiding a day snowboarding trip with clients on a location not exceeding personal snowboarding abilities on trips that may require overnight arrangements in the workplace</li> <li>• 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 day snowboarding trips for clients at a snowsport area</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>○ conduct snowboarding programs at a number of different locations to suit                   <ul style="list-style-type: none"> <li>▪ different client needs</li> <li>▪ different activity aims</li> <li>▪ different types of client groups</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKB006A Snowboard off-piste at a snowsport area</li> <li>○ SROODR005 Guide outdoor recreation sessions</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKT005B Apply snowcraft skills for day touring</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Equipment usage in rescue situations</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Selection and use of equipment for trips</li> <li>○ Location knowledge</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Personal snowboarding skills to a high level of technical correctness</li> <li>○ Use of rescue equipment</li> <li>○ Packing equipment</li> <li>○ Navigation skills</li> <li>○ Group control</li> <li>○ First aid skills appropriate to location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ a snowsport area</li> <li>○ personal clothing</li> <li>○ organisation policy and procedures</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                   | <ul style="list-style-type: none"> <li>○ snowboards and associated equipment</li> <li>○ food and water</li> <li>○ rescue equipment</li> <li>○ safety equipment</li> <li>○ navigation equipment</li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 day snowboarding trip with clients at a snowsport area</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 day snowboarding trips with real clients at a snowsport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting trip information for the proposed activity</li> <li>• <b>Communicating ideas and information</b> - Briefing clients on procedures during activity</li> <li>• <b>Planning and organising activities</b> - Planning details of entry and exit point along with emergency contingencies</li> <li>• <b>Working with teams and others</b> - Working with client groups and other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating amount of equipment required</li> <li>• <b>Solving problems</b> - Dealing with any injuries that may occur during the activity</li> <li>• <b>Using technology</b> - Using a radio to communicate with rescuers</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                         |
|------------|-----------------------------------------|
| SROSKB008A | GUIDE OVERNIGHT SNOWBOARDING ACTIVITIES |
|            |                                         |
| SKB        | Snowboarding                            |

**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 snowboarding trips at a snowsport area.

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select appropriate equipment for the group</b> | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition<br>1.2 Fit and adjust <b>equipment</b> correctly and ensure suitability to the participant and conditions<br>1.3 Pack <b>equipment</b> that is not required on hand in a suitable manner<br>1.5 Check <b>safety and rescue equipment</b> to ensure suitability to group and planned trip                                                                                                                                                                                                                                                                                                                                   |
| <b>2 Plan a snowboarding trip for clients</b>       | 2.1 Assess skill level, experience and physical capabilities of each member of the group<br>2.2 Establish attainable group objectives<br>2.3 Select suitable location for trip to suit abilities and objectives of the group<br>2.4 Obtain and interpret weather information for local conditions of the trip<br>2.5 Obtain permits or permission for access where necessary<br>2.6 Ensure correct leader/client ratios are met<br>2.7 Prepare a checklist for personal equipment as trip leader<br>2.8 Determine food and drink requirements for group taking into account contextual issues<br>2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan                                                                 |
| <b>3 Brief clients</b>                              | 3.1 Communicate logistical details to clients<br>3.2 Brief group of standard safety procedures<br>3.3 Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring<br>3.4 Outline procedure following an incident to a group member<br>3.5 Establish verbal and non-verbal <b>communication</b> system for use during trip and ensure that all clients understand system(s)                                                                                                                                                                                                                                                                                                                                  |
| <b>4 Maintain physical welfare of group</b>         | 4.1 Apply knowledge of hypothermia and dehydration to trip planning in terms of food, clothing, snowboarding times and distances<br>4.2 Assess capabilities of group members on the day before commencing<br>4.3 Ensure all clients are properly equipped for the trip and conditions including protection from weather conditions eg sunscreen<br>4.4 Monitor individual client's performance and needs<br>4.5 Evaluate boarding pace and conditions<br>4.6 Monitor weather conditions<br>4.7 Evaluate implications of weather signs on trip plans<br>4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored<br>4.9 Control the group to maintain a safe enjoyable atmosphere<br>4.10 Apply risk management plan |
| <b>5 Establish effective communication</b>          | 5.1 Communicate clearly objectives and nature of the trip to the group<br>5.2 Provide clear and concise direction and advice to group during the trip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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

## Range Statements

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

| RANGE STATEMENT          | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• verbal</li> <li>• whistles</li> <li>• hand signals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• weather</li> <li>• experience of clients</li> <li>• age of clients</li> <li>• physical health of clients</li> <li>• number of staff</li> <li>• transport</li> <li>• personal experience</li> <li>• length of trip</li> <li>• personal requirements</li> <li>• safety requirements</li> <li>• terrain</li> </ul>                                                                                                                                            |
| <b>Equipment</b>         | [all categories] <ul style="list-style-type: none"> <li>• snowboard</li> <li>• bindings</li> <li>• boots</li> <li>• goggles/sun glasses</li> <li>• uphill transport method (eg, snowshoes, split boards, climbing skins)</li> <li>• adjustable poles</li> <li>• avalanche probe</li> <li>• snow shovel</li> <li>• sun screen</li> <li>• emergency position indicating radio beacon (EPIRB)/avalanche beacon</li> <li>• appropriate clothing</li> <li>• rescue equipment</li> <li>• overnight equipment</li> <li>• cooking system</li> </ul> |
| <b>Hazard</b>            | [all categories relevant to location] <ul style="list-style-type: none"> <li>• rocks</li> <li>• other snow users</li> <li>• trees</li> <li>• steep terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |



|                                    |                                                                                                                                                                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <ul style="list-style-type: none"><li>• manmade objects</li><li>• environmental conditions</li><li>• avalanche</li></ul>                                                                                                          |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• repair equipment</li><li>• first aid kit</li><li>• radio</li><li>• knife</li><li>• whistle</li><li>• emergency position indicating radio beacon (EPIRB)</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of guiding a day or overnight snowboarding trip with clients on a location not exceeding personal snowboarding abilities on trips that may require overnight arrangements in the workplace</li> <li>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 overnight snowboarding trips for clients at a snowsport area</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>conduct snowboarding programs at a number of different locations to suit                   <ul style="list-style-type: none"> <li>different client needs</li> <li>different activity aims</li> <li>different types of client groups</li> <li>different activity duration</li> <li>different environmental conditions</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSKB007A Guide day snowboarding activities</li> <li>SROOPS006B Use and maintain a temporary or overnight site</li> <li>SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROSKT008B Apply snowcraft skills for overnight touring</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Rescue knowledge</li> <li>Equipment usage in rescue situations</li> <li>First aid knowledge appropriate to location</li> <li>Selection and use of equipment for trips</li> <li>Location knowledge</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Personal snowboarding skills to a high level of technical correctness</li> <li>Use of rescue equipment</li> <li>Packing equipment</li> <li>Navigation skills</li> <li>Group control</li> <li>First aid skills appropriate to location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>real work group situations</li> <li>a snowsport area</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                   | <ul style="list-style-type: none"> <li>○ overnight equipment</li> <li>○ personal clothing</li> <li>○ cooking system and utensils</li> <li>○ organisation policy and procedures</li> <li>○ snowboarding equipment</li> <li>○ food and water</li> <li>○ rescue equipment</li> <li>○ safety equipment</li> <li>○ navigation equipment</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding an overnight snowboarding trips with clients at a snowsport area</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding overnight snowboarding trips with real clients at a snowsport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                  |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting trip information for the proposed activity</li> <li>• <b>Communicating ideas and information</b> - Briefing clients on procedures during activity</li> <li>• <b>Planning and organising activities</b> - Planning details of entry and exit point along with emergency contingencies</li> <li>• <b>Working with teams and others</b> - Working with client groups and other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating amount of equipment required</li> <li>• <b>Solving problems</b> - Dealing with any injuries that may occur during the activity</li> <li>• <b>Using technology</b> - Using a radio in emergency situations</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|             |                       |
|-------------|-----------------------|
| SROS KB009A | INSTRUCT SNOWBOARDING |
|             |                       |
| SKB         | Snowboarding          |

**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 snowboarding activity.

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

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|                                                                                     | <p>plan and instructional objectives.</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures</p>                                                                                                                                                                                                   |
| <b>5 Apply appropriate teaching techniques for a snowboarding session</b>           | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                |
| <b>6 Teach required knowledge that applies to a snowboarding activity</b>           | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to snowboarding and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in snowboarding</p> <p>6.3 Identify minimal impact practices appropriate to snowboarding, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in snowboarding, and determine client level of understanding in their use</p> |
| <b>7 Teach safety and rescue procedures appropriate to a alpine skiing activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to alpine skiing, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to alpine skiing</p> <p>7.4 Demonstrate rescue techniques specific to alpine skiing, and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                            |
| <b>8 Teach alpine skiing skills</b>                                                 | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p> <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                                               |
| <b>9 Communicate further alpine skiing knowledge</b>                                | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in alpine skiing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                         | <p>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice</p> <p>9.3 Inform clients of opportunities to further develop their personal skills and knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>10 Conclude and evaluate the alpine skiing instructional session</b> | <p>10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion</p> <p>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor</p> <p>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</p> <p>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning</p> <p>10.5 Determine modifications to activities and delivery method(s), based on evaluations</p> <p>10.6 Evaluate the suitability of <b>other related factors</b></p> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                         |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• snowboard</li> <li>• boots</li> <li>• safety equipment (including First Aid kits)</li> <li>• snowboarding specific equipment</li> <li>• rescue equipment</li> <li>• personal protective clothing</li> </ul>                                       |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ trees</li> <li>○ avalanche</li> <li>○ environmental conditions</li> <li>○ other snowsport participants</li> <li>○ snow vehicles</li> <li>○ manmade objects</li> </ul> </li> </ul>            |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>              |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable snowsport area with snowboarding facilities for teaching of unit(s)</li> </ul> </li> </ul> |
| <b>Sequence</b>              | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> </ul> </li> </ul>                                                                                               |



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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a snowboarding instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 snowboarding skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate snowboarding techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for snowboarding</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>▪ SROSKB006A Snowboard off-piste at a snowsport area</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of snowboarding, eg, occupational health and safety (OH&amp;S), land and water management authorities, local government</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of snowboarding skills</li> </ul> </li> <li>• Required skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                   | <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing snowboarding</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Snowboarding skills to demonstrate and correct technique</li> <li>○ Terrain reading skills to select appropriate site and aid in hazard identification</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable locations for the conduct of snowboarding instructional sessions</li> <li>○ snowboarding equipment, eg, snowboard, boots, lift pass</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ rescue equipment, eg, first aid kit</li> <li>○ instructional tools, eg, video, television, whiteboard, handouts</li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 snowboarding skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an snowboarding activity with a range of clients (not peers)</li> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                            |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

**SKIING**



## Contents

|                                                                                |           |
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| <b>SROSKI003A Alpine ski downhill on advanced terrain .....</b>                | <b>13</b> |
| <b>SROSKI004A Alpine ski downhill off-piste .....</b>                          | <b>19</b> |
| <b>SROSKI005A Alpine free ski with performance on all terrain .....</b>        | <b>26</b> |
| <b>SROSKI006A Telemark ski downhill on intermediate terrain .....</b>          | <b>33</b> |
| <b>SROSKI007A Telemark ski downhill on advanced terrain .....</b>              | <b>39</b> |
| <b>SROSKI008A Instruct alpine skiing skills.....</b>                           | <b>45</b> |





|            |                                                        |
|------------|--------------------------------------------------------|
| SROSKI001A | DEMONSTRATE ALPINE SKIING DOWNHILL ON BEGINNER TERRAIN |
|            |                                                        |
| SKI        | Skiing                                                 |

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

This unit covers the knowledge and skills required to, alpine ski beginner terrain at a snowsport area using a range of techniques, and explain and adhere to safe skiing practices. Beginner terrain is equivalent to green runs at a snowsport area.

| ELEMENT                                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for an alpine skiing activity</b>                              | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                    |
| <b>2 Select appropriate equipment to participate in activity</b>         | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                      |
| <b>3 Alpine ski on a minimum of one beginner run at a snowsport area</b> | 3.1 Execute a gliding wedge demonstrating a centred stance in relation to the fore, aft and lateral planes while looking at the terrain ahead<br>3.2 Execute a wedge turn in alpine skiing techniques, demonstrating a centred and athletic skiing stance in relation to the fore and aft plane of movement<br>3.3 Execute wedge turns in alpine skiing techniques showing effective usage in the <b>rotational, lateral and vertical planes of movement</b><br>3.4 Demonstrate linked wedge <b>turns</b> through the fall line<br>3.5 Demonstrate <b>speed control</b> whilst traversing and using the <b>shape of the turn</b> |
| <b>4 Explain and adhere to safe skiing practices</b>                     | 4.1 Explain and identify the importance of <b>comfort and safety</b> when selecting <b>skis, ski boots, ski bindings</b> and <b>ski poles</b> for a beginner skier<br>4.2 Explain and identify the basic functions of ski bindings, one of which must be a safety function<br>4.3 Demonstrate skiing skills to avoid <b>hazards</b> in a variety of <b>snow, terrain</b> and <b>weather</b> conditions<br>4.4 Comply with all snowsport area signs and regulations<br>4.5 Explain the Alpine Responsibility Code and compliance of skiing practices with the code                                                                |

## Range Statements

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

| RANGE STATEMENT    | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comfort and safety | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may include but is not limited to               <ul style="list-style-type: none"> <li>the ski length chosen is correct for a beginner skier's ability, height and weight</li> <li>ski boot type chosen is correct for a beginner skier</li> <li>ski bindings chosen will have a Deutsches Institute fur Normung (DIN - German standards) range suitable for a beginner skier</li> <li>ski poles chosen will fit the body size of a trainee</li> </ul> </li> </ul>           |
| Hazards            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may include but are not limited to               <ul style="list-style-type: none"> <li>other snow users</li> <li>lift queues</li> <li>snowsport area machinery</li> <li>signs</li> <li>bluffs and rocks</li> </ul> </li> </ul>                                                                                                                                                                                                                                              |
| Planes of movement | <p>[all categories]</p> <ul style="list-style-type: none"> <li>must include but are not limited to               <ul style="list-style-type: none"> <li>in the <b>rotational</b> planes of movement, steering movements that originate in the lower body of the legs</li> <li>in the <b>lateral</b> plane of movement, lateral balance and edging skills that are correct for basic wedge Christie turns</li> <li>in the <b>vertical</b> plane of movement, flexion and extension are used correctly for wedge turns</li> </ul> </li> </ul> |
| Shape of the turn  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>must include but is not limited to               <ul style="list-style-type: none"> <li>medium radius turns</li> <li>long radius turns</li> <li>traverses</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                             |
| Snow conditions    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may include but are not limited to               <ul style="list-style-type: none"> <li>surface snow conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| Speed Control      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>must include but is not limited to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                           |                                                                                                                                                                                                                         |
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|                           | <ul style="list-style-type: none"><li>○ stopping</li><li>○ slowing down</li><li>○ speeding up</li></ul>                                                                                                                 |
| <b>Terrain</b>            | <p>[all categories]</p> <ul style="list-style-type: none"><li>• may include but are not limited to<ul style="list-style-type: none"><li>○ steepness of slope</li><li>○ run out</li></ul></li></ul>                      |
| <b>Turns</b>              | <p>[all categories]</p> <ul style="list-style-type: none"><li>• must include but are not limited to<ul style="list-style-type: none"><li>○ medium radius</li><li>○ long radius</li></ul></li></ul>                      |
| <b>Weather conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• may include but are not limited to<ul style="list-style-type: none"><li>○ visibility</li><li>○ snowing</li><li>○ wind</li><li>○ sun</li></ul></li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of skiing, Alpine downhill on beginner terrain, i.e., green runs</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to perform basic gliding wedge turns on beginner terrain and adhere to safe skiing practices</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ control speed during turns</li> <li>○ link wedge turns through the fall line</li> <li>○ avoid hazards using skiing skills</li> <li>○ select suitable equipment</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS001B Implement minimal environmental impact practices</li> <li>○ SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul>                                             |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Alpine Responsibility Code</li> <li>○ DIN system (Deutsches Institute fur Normung (DIN) - German Standards)</li> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Braking systems</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Balance on downhill skis</li> </ul> </li> </ul>                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain (green runs)</li> <li>○ suitable clothing</li> <li>○ skis</li> <li>○ bindings</li> <li>○ boots</li> <li>○ poles</li> <li>○ food and water</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in the unit SROSKI002A</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A,</li> </ul> </li> </ul>       |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>SRXEMR001A</p> <ul style="list-style-type: none"> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating consistency of techniques and knowledge, 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 Alpine skiing downhill on beginner terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill Alpine skiing activity at a snowsport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Not applicable</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Skiing in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles of skis for effective snow plough</li> <li>• <b>Solving problems</b> - Dealing with "jammed" ski brakes</li> <li>• <b>Using technology</b> - Using ski bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                             |
|------------|---------------------------------------------|
| SROSKI002A | ALPINE SKI DOWNHILL ON INTERMEDIATE TERRAIN |
|            |                                             |
| SKI        | Skiing                                      |

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

This unit covers the knowledge and skills required to alpine ski intermediate terrain at a snowsport area using a range of techniques and adhere to safe skiing practices. Intermediate terrain is equivalent to blue runs at a snowsport area.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for an alpine skiing activity</b>                      | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                       |
| <b>2 Select appropriate equipment to participate in activity</b> | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                         |
| <b>3 Alpine ski intermediate terrain at a snowsport area</b>     | 3.1 Execute a basic parallel turn in alpine skiing techniques demonstrating a centred and athletic skiing stance in relation to the fore and aft <b>plane of movement</b><br>3.2 Execute alpine skiing techniques in a basic parallel turn demonstrating efficient use of the <b>rotational, lateral</b> and <b>vertical, planes of movement</b><br>3.3 Execute alpine skiing techniques in a basic parallel turn demonstrating the use of a <b>pole touch</b><br>3.4 Demonstrate linked parallel <b>turns</b> through the fall line<br>3.5 Demonstrate <b>speed control</b> whilst turning and using the <b>shape of the turn</b> on all blue runs |
| <b>4 Adhere to safe skiing practices</b>                         | 4.1 Identify and explain the importance of <b>comfort and safety</b> when selecting <b>skis, ski boots, ski bindings</b> and <b>ski poles</b> , for an <b>intermediate skier</b><br>4.2 Identify and explain the basic functions of <b>ski bindings</b> , one of which must be a safety function<br>4.3 Demonstrate skiing skills to avoid <b>hazards</b> in a variety of <b>snow, terrain</b> and <b>weather conditions</b><br>4.4 Comply with all snowsport area signs and regulations<br>4.5 Explain the Alpine Responsibility Code and compliance of skiing practices with the code                                                             |

## Range Statements

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

| RANGE STATEMENT                                              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Comfort and safety</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to               <ul style="list-style-type: none"> <li>○ the ski length chosen is correct for an intermediate skier's ability, height and weight</li> <li>○ ski boot type chosen is correct for an intermediate skier</li> <li>○ ski bindings chosen will have DIN (Deutsches Institute fur Normung (DIN) - German Standards) range suitable for an intermediate skier</li> <li>○ ski poles chosen will fit the body size of the trainee</li> </ul> </li> </ul> |
| <b>Hazards</b>                                               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul>                                                                                                                                                                                                                                                     |
| <b>Planes of movement - rotational, lateral and vertical</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to               <ul style="list-style-type: none"> <li>○ in the rotational plane of movement, steering movements that originate in the lower body and legs</li> <li>○ in the lateral movement, lateral balance and edging skills that are correct for basic parallel turns</li> <li>○ in the vertical plane of movement, flexion and extension are used correctly for parallel turns</li> </ul> </li> </ul>                                                   |
| <b>Pole touch</b>                                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ the pole that is touching, is on the downhill side of the body</li> <li>○ timing with the flattening of both skis on the snow</li> <li>○ efficient use of the arm so that the skier stays in balance laterally</li> </ul> </li> </ul>                                                                                                                                                                 |
| <b>Shape of the turn</b>                                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ medium radius turns</li> <li>○ long radius turns</li> <li>○ shallow turns</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                      |



|                           |                                                                                                                                                                                                                                              |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>○ deep turns</li> </ul>                                                                                                                                                                               |
| <b>Snow conditions</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ surface snow conditions</li> </ul> </li> </ul>                                      |
| <b>Speed control</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to             <ul style="list-style-type: none"> <li>○ stopping</li> <li>○ slowing down</li> <li>○ speeding up</li> </ul> </li> </ul>      |
| <b>Terrain conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ steepness of slope</li> <li>○ run out</li> </ul> </li> </ul>                        |
| <b>Turns</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ medium radius</li> <li>○ long radius</li> </ul> </li> </ul>                        |
| <b>Weather conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ visibility</li> <li>○ snowing</li> <li>○ wind</li> <li>○ sun</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of skiing, Alpine downhill on intermediate terrain, i.e., blue runs</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to Alpine ski downhill on intermediate terrain and adhere to safe skiing practices</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ demonstrating parallel turns</li> <li>○ use of pole touch</li> <li>○ control speed</li> </ul> </li> </ul>                                                                                       |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKI001A Alpine ski downhill on beginner terrain</li> <li>○ SROODR002A Plan outdoor recreation activities</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKI006A Telemark ski downhill on intermediate terrain</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Alpine Responsibility Code</li> <li>○ DIN system (Deutsches Institute fur Normung (DIN) - German Standards)</li> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Retention devices</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Balance on downhill skis</li> <li>○ Gliding wedge turns</li> </ul> </li> </ul>                                                                                                                                                                                                           |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain (blue runs)</li> <li>○ suitable clothing</li> <li>○ skis</li> <li>○ bindings</li> <li>○ lift pass</li> <li>○ boots</li> <li>○ poles</li> <li>○ food and water</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team)</li> </ul>                                                                                                                                                               |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>must</p> <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROSKI003A)</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                             |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating the full range of turns, moves and shapes, 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 Alpine skiing downhill on intermediate terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill Alpine skiing activity at a snowsport area</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating plans of skiing location to other party members</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Skiing in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles of skis for effective snow plough</li> <li>• <b>Solving problems</b> - Dealing with "jammed" ski brakes</li> <li>• <b>Using technology</b> - Using ski bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                         |
|------------|-----------------------------------------|
| SROSKI003A | ALPINE SKI DOWNHILL ON ADVANCED TERRAIN |
|            |                                         |
| SKI        | Skiing                                  |

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

This unit covers the knowledge and skills required to alpine ski advanced terrain at a snowsport area and adhere to safe skiing practices. Advanced terrain is equivalent to black runs.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                   | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                                                                                                                                                                                                               |
| <b>2 Select appropriate equipment to participate in activity</b> | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>3 Alpine ski advanced terrain at a snowsport area</b>         | 3.1 Execute alpine ski techniques in <b>parallel turns</b> demonstrating a centred, athletic stance in relation to the fore and aft <b>plane of movement</b><br>3.2 Execute alpine ski techniques in <b>parallel turns</b> demonstrating efficient movement within the <b>planes of movement</b><br>3.3 Execute alpine skiing techniques in <b>parallel turns</b> demonstrating <b>co-ordination</b> in the rotational, lateral and vertical <b>planes of movement</b><br>3.4 Apply linked <b>parallel turns</b> skiing through the fall line on all terrain<br>3.5 Apply controlled speed using <b>turn-shape</b> , with the <b>turn-shape</b> adapted for <b>conditions and terrain</b><br>3.6 Execute alpine ski techniques in <b>parallel turns</b> demonstrating ski performance and utilisation of the <b>design of the equipment</b> |
| <b>4 Adhere to safe skiing practices</b>                         | 4.1 Identify and explain the functions and performance characteristics of skis, ski bindings, ski boots and ski poles, three of which must be a safety function<br>4.2 <b>Maintain ski equipment</b> to match performance requirements<br>4.3 Apply skiing skills to avoid <b>hazards</b> in a variety of <b>snow, terrain and weather conditions</b><br>4.4 Comply with all snowsport area signs and regulations<br>4.5 Explain the Alpine Responsibility Code and compliance of skiing practices with the code                                                                                                                                                                                                                                                                                                                            |

## Range Statements

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

| RANGE STATEMENT                            | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conditions and terrain</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ groomed</li> <li>○ steeps</li> <li>○ bumps</li> <li>○ ice</li> <li>○ crud</li> </ul> </li> </ul>                                                                                                                                                                                                                                                   |
| <b>Co-ordination in planes of movement</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ timing</li> <li>○ speed and precision to blend the planes of movement</li> </ul> </li> </ul>                                                                                                                                                                                                                                                       |
| <b>Design of equipment</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to               <ul style="list-style-type: none"> <li>○ side-cut</li> <li>○ longitudinal flex</li> <li>○ ski length</li> <li>○ binding risers</li> <li>○ boot rigidity</li> </ul> </li> </ul>                                                                                                                                                                                                            |
| <b>Hazards</b>                             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ manmade objects</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul>                                                                                                                                                                       |
| <b>Maintenance of ski equipment</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ ski surfaces waxed</li> <li>○ edges sharpened</li> <li>○ bindings chosen will have Deutsches Institute fur Normung (DIN - German standards) set which is suitable for an advanced skier</li> <li>○ boots fitting firmly and correct for an advanced skier</li> <li>○ ski poles chosen will fit the body size of the trainee</li> </ul> </li> </ul> |

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Parallel turns</b>                                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ medium radius</li> <li>○ long radius</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Planes of movement - rotational, lateral and vertical</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ in the rotational plane of movement, steering movements that originate in the lower body and legs</li> <li>○ in the lateral plane of movement, lateral balance and edging skills that are correct for parallel turns</li> <li>○ in the vertical plane of movement, flexion and extension are used correctly for parallel turns</li> </ul> </li> </ul> |
| <b>Snow conditions</b>                                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ surface snow conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                         |
| <b>Terrain conditions</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ steepness of slope</li> <li>○ run out</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Turn-shape</b>                                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to             <ul style="list-style-type: none"> <li>○ short radius</li> <li>○ medium radius</li> <li>○ long radius</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                  |
| <b>Weather conditions</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ visibility</li> <li>○ snow</li> <li>○ wind</li> <li>○ sun</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                       |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient basic knowledge of skiing, Alpine downhill on advanced terrain, i.e., black runs</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to Alpine ski downhill on advanced terrain and adhere to safe skiing practices</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>demonstrate advanced parallel turns</li> </ul> </li> </ul>                                                                                                                                                                                                   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSKI002A Alpine ski downhill on intermediate terrain</li> <li>SROODR003 Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRONAV001B Navigate in tracked or easy untracked areas</li> <li>SROOPS003B Apply weather information</li> <li>SROSKI007A Telemark ski downhill on advanced terrain</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Alpine Responsibility Code</li> <li>DIN system (Deutsches Institute fur Normung (DIN) - German Standards)</li> <li>Weather conditions</li> <li>Terrain conditions</li> <li>Snow conditions</li> <li>Equipment selection</li> <li>Equipment</li> <li>Retention devices</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Balance on downhill skis</li> <li>Gliding wedge turns</li> <li>Parallel turns</li> </ul> </li> </ul>                                                                                                                                                                                                                                                         |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>snowsport area with suitable terrain (black runs)</li> <li>suitable clothing</li> <li>skis</li> <li>bindings</li> <li>lift pass</li> <li>boots</li> <li>poles</li> <li>food and water</li> </ul> </li> <li>Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team)</li> </ul>                                                                                                                                                                                                                                |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>must</p> <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                               |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating advanced technique on advanced terrain, 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 Alpine skiing downhill on advanced terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill Alpine skiing activity at a snowsport area on advanced terrain</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating plans of skiing location to other party members</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Skiing in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles of skis for effective snow plough</li> <li>• <b>Solving problems</b> - Dealing with "jammed" ski brakes</li> <li>• <b>Using technology</b> - Using ski bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                               |
|------------|-------------------------------|
| SROSKI004A | ALPINE SKI DOWNHILL OFF-PISTE |
|            |                               |
| SKI        | Skiing                        |

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

This unit covers the knowledge and skills required to alpine ski off-piste using a range of techniques, and adhere to safe skiing practices.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                   | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>2 Select appropriate equipment to participate in activity</b> | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>3 Alpine ski off-piste using a range of techniques</b>        | 3.1 Execute <b>alpine skiing techniques</b> demonstrating a centred, athletic skiing stance in relation to the fore and aft <b>plane of movement</b><br>3.2 Execute alpine ski techniques in parallel turns in <b>off-piste conditions</b> demonstrating efficient movements within the <b>planes of movement</b><br>3.3 Execute alpine skiing techniques in parallel turns in <b>off-piste conditions</b> demonstrating <b>co-ordination of movement</b> in the <b>rotational, lateral</b> and <b>vertical planes of movement</b><br>3.4 Execute alpine skiing techniques in <b>parallel turns</b> in <b>off-piste</b> demonstrating a well timed and strong pole touch which aids balance<br>3.5 Apply linked parallel turns skiing through the fall line in off-piste conditions and terrain<br>3.6 Control speed using <b>turn-shape</b> , with the turn-shape adapted for <b>snow conditions</b> and <b>terrain</b><br>3.7 Execute alpine ski techniques in parallel turns, demonstrating ski performance and utilisation of the <b>design of the equipment</b> |
| <b>4 Adhere to safe skiing practices</b>                         | 4.1 Identify and explain the functions and performance characteristics of skis, ski bindings, ski boots and ski poles, three of which must be a safety function<br>4.2 <b>Maintain ski equipment</b> to match performance requirement<br>4.3 Apply skiing skills to avoid <b>hazards</b> in a variety of <b>snow, terrain</b> and <b>weather conditions</b><br>4.4 Comply with all snowsport area signs and regulations<br>4.5 Explain the Alpine Responsibility Code and skiing practice compliance with the code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Range Statements

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

| RANGE STATEMENT                     | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Alpine skiing techniques</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to               <ul style="list-style-type: none"> <li>○ side-step</li> <li>○ side-slip</li> <li>○ kick-turns</li> <li>○ traverse</li> <li>○ parallel turns</li> </ul> </li> </ul>                                                                                                                                                                   |
| <b>Co-ordination of movement</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ timing</li> <li>○ speed and precision to blend planes of movement</li> </ul> </li> </ul>                                                                                                                                                                                                     |
| <b>Design of the equipment</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to               <ul style="list-style-type: none"> <li>○ side-cut</li> <li>○ longitudinal flex</li> <li>○ ski length</li> <li>○ ski width</li> <li>○ binding</li> <li>○ boot performance</li> </ul> </li> </ul>                                                                                                                                     |
| <b>Hazards</b>                      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul>                                                                                                                                            |
| <b>Maintenance of ski equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ ski surfaces waxed</li> <li>○ edges sharpened</li> <li>○ bindings chosen will have DIN system (Deutsches Institute fur Normung (DIN) - German Standards) set which is suitable for advanced skiers</li> <li>○ boots fitting firmly, and correct for an advanced skier</li> </ul> </li> </ul> |

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"> <li>ski poles chosen will fit the body size of the trainee</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Off-piste conditions</b>                                  | <p>[at least four categories]</p> <ul style="list-style-type: none"> <li>should include but are not limited to             <ul style="list-style-type: none"> <li>powder</li> <li>ice</li> <li>crud</li> <li>wind slab</li> <li>steeps</li> </ul> </li> </ul>                                                                                                                                                                                                                                           |
| <b>Parallel turns</b>                                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>must include but are not limited to             <ul style="list-style-type: none"> <li>medium radius</li> <li>long radius</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                         |
| <b>Planes of movement - rotational, lateral and vertical</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>must include but are not limited to             <ul style="list-style-type: none"> <li>in the rotational plane of movement, steering movements that originate in the lower body and legs</li> <li>in the lateral plane of movement, lateral balance and edging skills that are correct for parallel turns</li> <li>in the vertical plane of movement, flexion and extension are used correctly for parallel turns</li> </ul> </li> </ul> |
| <b>Snow conditions and terrain</b>                           | <p>[at least four categories]</p> <ul style="list-style-type: none"> <li>may include but are not limited to             <ul style="list-style-type: none"> <li>steeps</li> <li>powder</li> <li>ice</li> <li>crud</li> <li>wind slab</li> <li>slush</li> </ul> </li> </ul>                                                                                                                                                                                                                               |
| <b>Terrain conditions</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may include but are not limited to             <ul style="list-style-type: none"> <li>steepness of slope</li> <li>run out</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                         |
| <b>Turn-shape</b>                                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>should include but is not limited to             <ul style="list-style-type: none"> <li>short radius</li> <li>medium radius</li> <li>long radius</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                  |
| <b>Weather conditions</b>                                    | <p>[all categories]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|  |                                                                                                                                                                                              |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• may include but are not limited to<ul style="list-style-type: none"><li>○ visibility</li><li>○ snow</li><li>○ wind</li><li>○ sun</li></ul></li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient basic knowledge of skiing, Alpine downhill, off-piste</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering all the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to demonstrate controlled Alpine downhill skiing off-piste and adhere to safe skiing practices</li> <li>In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>apply a range of techniques to ski safely in off-piste conditions</li> <li>ski in a range of snow conditions, off-piste</li> </ul> </li> </ul>                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>SROSKI003A Alpine ski downhill on advanced terrain</li> <li>SRONAV002B Navigate in difficult or trackless areas</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>SROOPS004B Interpret weather conditions in the field</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>SROSKI007A Telemark ski downhill on advanced terrain</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge             <ul style="list-style-type: none"> <li>Alpine Responsibility Code</li> <li>DIN system (Deutsches Institute fur Normung (DIN) - German Standards)</li> <li>Weather conditions</li> <li>Terrain conditions</li> <li>Snow conditions</li> <li>Equipment selection</li> <li>Potential avalanche terrain</li> <li>First aid knowledge</li> <li>Equipment</li> <li>Retention devices</li> </ul> </li> <li>Required skills             <ul style="list-style-type: none"> <li>Balance on downhill skis</li> <li>Gliding wedge turns</li> <li>Parallel turns</li> <li>Safe mountain travelling skills</li> <li>Avalanche rescue skills</li> <li>First aid skills</li> </ul> </li> </ul>            |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>snowsport area with suitable terrain</li> <li>suitable clothing</li> <li>skis</li> <li>bindings</li> <li>lift pass</li> <li>boots</li> <li>navigation equipment</li> <li>rescue equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ first aid kit</li> <li>○ poles</li> <li>○ food and water</li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as covering skiing on all the prescribed off-piste conditions, 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 Alpine skiing downhill, off-piste</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill Alpine skiing activity at a snowsport area, off-piste</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                       |



| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating plans of skiing location to other party members</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Skiing in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles of skis for effective snow plough</li> <li>• <b>Solving problems</b> - Dealing with "jammed" ski brakes</li> <li>• <b>Using technology</b> - Using ski bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                 |
|------------|-------------------------------------------------|
| SROSKI005A | ALPINE FREE SKI WITH PERFORMANCE ON ALL TERRAIN |
|            |                                                 |
| SKI        | Skiing                                          |

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

This unit covers the knowledge and skills required to alpine ski on all terrain at a snowsport area with a high level of ski performance, and to adhere to safe skiing practices.

| ELEMENT                                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                                              | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>2 Select appropriate equipment to participate in activity</b>                            | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>3 Alpine ski on all terrain at a snowsport area with a high level of ski performance</b> | 3.1 Execute free ski techniques in <b>dynamic parallel turns on all terrain</b> and through changing <b>snow conditions</b> , demonstrating a centred, athletic stance in relation to the fore and aft plane of movement<br>3.2 Execute alpine skiing techniques in <b>dynamic parallel turns on all terrain</b> and through changing <b>snow conditions</b> , demonstrating efficient movement within the <b>planes of movement</b><br>3.3 Execute alpine skiing techniques in <b>dynamic parallel turns in all terrain and snow conditions</b> , demonstrating <b>co-ordination of movement</b> in the <b>rotational, lateral and vertical planes of movement</b><br>3.4 Apply <b>dynamic parallel turns</b> skiing with speed through the fall line in <b>all terrain and snow conditions</b><br>3.5 Control speed using <b>turn-shape</b> with the <b>turn-shape</b> adapted for <b>conditions, terrain and carriage of speed</b><br>3.6 Execute alpine ski techniques in <b>dynamic parallel turns</b> , demonstrating ski performance and utilisation of the <b>design of the equipment</b> in all <b>conditions and terrain</b> |
| <b>4 Adhere to safe skiing practices</b>                                                    | 4.1 Identify and explain the functions and performance characteristics of skis, ski bindings, ski boots and ski poles, three of which must be a safety function<br>4.2 <b>Maintain ski equipment</b> to match performance requirements<br>4.3 Apply skiing skills to avoid <b>hazards</b> in a variety of <b>snow, terrain and weather conditions</b><br>4.4 Comply with all snowsport area signs and regulations<br>4.5 Explain the Alpine Responsibility Code and compliance of skiing practice with the code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statements

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

| RANGE STATEMENT                  | CATEGORIES                                                                                                                                                                                                                                                                                    |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All terrain</b>               | [all categories] <ul style="list-style-type: none"> <li>• should include but is not limited to               <ul style="list-style-type: none"> <li>○ steeps</li> <li>○ bumps</li> </ul> </li> </ul>                                                                                          |
| <b>Carriage of speed</b>         | [all categories] <ul style="list-style-type: none"> <li>• is controlled by the selection of the shape of the turn which is must include but is not limited to               <ul style="list-style-type: none"> <li>○ round control phase</li> <li>○ thin control phase</li> </ul> </li> </ul> |
| <b>Conditions and terrain</b>    | [all categories] <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ gormed</li> <li>○ steeps</li> <li>○ bumps</li> <li>○ ice</li> <li>○ crud</li> <li>○ powder</li> <li>○ slush</li> </ul> </li> </ul>        |
| <b>Co-ordination of movement</b> | [all categories] <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ timing</li> <li>○ speed and precision to blend planes of movement</li> </ul> </li> </ul>                                                  |
| <b>Design of the equipment</b>   | [all categories] <ul style="list-style-type: none"> <li>• should include but is not limited to               <ul style="list-style-type: none"> <li>○ side-cut</li> <li>○ longitudinal flex</li> <li>○ ski length</li> <li>○ binding risers</li> <li>○ boot rigidity</li> </ul> </li> </ul>   |
| <b>Dynamic parallel turns</b>    | [all categories] <ul style="list-style-type: none"> <li>• must include but are not limited to               <ul style="list-style-type: none"> <li>○ short radius</li> <li>○ medium radius</li> </ul> </li> </ul>                                                                             |

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|                                                              | <ul style="list-style-type: none"> <li>○ long radius</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Hazards</b>                                               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ manmade objects</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> <li>○ rocks</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <b>Maintenance of ski equipment</b>                          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to             <ul style="list-style-type: none"> <li>○ ski surfaces waxed</li> <li>○ edges sharpened</li> <li>○ bindings chosen will have DIN (Deutsches Institute fur Normung (DIN) - German Standards) set which is suitable for an advanced skier</li> <li>○ boots fitting firmly and are correct for an advanced skier</li> <li>○ ski poles chosen will fit the body size of the trainee</li> </ul> </li> </ul>                                                                                                                                                     |
| <b>Planes of movement - rotational, lateral and vertical</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ in the rotational plane of movement, steering movements that originate in the lower body and legs</li> <li>○ in the lateral plane of movement, lateral balance that has the mass balanced over the outside ski throughout the turn and lateral movements that incline the lower body accurately and balance the upper body</li> <li>○ in the vertical plane of movement, flexion and extension movements are used to control the pressure and maintain balance in the fore and aft plane</li> </ul> </li> </ul> |
| <b>Snow conditions</b>                                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but are not limited to             <ul style="list-style-type: none"> <li>○ groomed</li> <li>○ ice</li> <li>○ crud</li> <li>○ powder</li> <li>○ slush</li> </ul> </li> </ul> <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to             <ul style="list-style-type: none"> <li>○ surface snow conditions</li> </ul> </li> </ul>                                                                                                                                                                                                      |
| <b>Terrain conditions</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                           |                                                                                                                                                                                                                            |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"><li>○ steepness of slope</li><li>○ run out</li></ul>                                                                                                                                     |
| <b>Turn-shape</b>         | <p>[all categories]</p> <ul style="list-style-type: none"><li>• should include but is not limited to<ul style="list-style-type: none"><li>○ short radius</li><li>○ medium radius</li><li>○ long radius</li></ul></li></ul> |
| <b>Weather conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• may include but are not limited to<ul style="list-style-type: none"><li>○ visibility</li><li>○ snowing</li><li>○ wind</li><li>○ sun</li></ul></li></ul>    |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of skiing, Alpine free skiing on all terrain</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering all the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to demonstrate free skiing techniques in dynamic parallel turns on all terrain and through changing snow conditions and adhere to safe skiing practices</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ ski in a safe manner</li> <li>○ control speed using turn shape and terrain</li> </ul> </li> </ul>                                           |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKI004A Alpine ski downhill off-piste</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKI007A Telemark ski downhill on advanced terrain</li> </ul> </li> </ul>                                                                                                                                    |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Alpine Responsibility Code</li> <li>○ DIN system (Deutsches Institute fur Normung (DIN) - German Standards)</li> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Potential avalanche terrain</li> <li>○ First aid knowledge</li> <li>○ Retention devices</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Balance on downhill skis</li> <li>○ Gliding wedge turns</li> <li>○ Parallel turns</li> <li>○ Safe mountain travelling skills</li> <li>○ Avalanche rescue skills</li> <li>○ First aid skills</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain</li> <li>○ suitable clothing</li> <li>○ skis</li> <li>○ bindings</li> <li>○ lift pass</li> <li>○ boots</li> <li>○ navigation equipment</li> <li>○ first aid kit</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ rescue equipment</li> <li>○ poles</li> <li>○ food and water</li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as covering performance skiing in all the prescribed, 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 Alpine free skiing with performance on all terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill free skiing, Alpine activity on all terrain</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                    |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating plans of skiing location to other party members</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Skiing in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles of skis for effective snow plough</li> <li>• <b>Solving problems</b> - Dealing with "jammed" ski brakes</li> <li>• <b>Using technology</b> - Using ski bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                               |
|------------|-----------------------------------------------|
| SROSKI006A | TELEMARK SKI DOWNHILL ON INTERMEDIATE TERRAIN |
|            |                                               |
| SKI        | Skiing                                        |

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

This unit covers the knowledge and skills required to perform a range of techniques on Telemark equipment on intermediate terrain at a snowsport area, and to adhere to safe skiing practices. Intermediate terrain is equivalent to blue runs at a snowsport area.

| ELEMENT                                                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                                                | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information<br>1.5 Demonstrate knowledge of snowsport area protocol and run status for the day |
| <b>2 Select appropriate equipment to participate in activity</b>                              | 2.1 Select appropriate equipment after consideration of issues that include <b>safety and comfort</b> , season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                          |
| <b>3 Telemark ski on intermediate terrain at a snowsport area using a range of techniques</b> | 3.1 Execute Telemark skiing techniques and turns, demonstrating a centred and athletic skiing stance in relation to the four planes of movement<br>3.2 Execute Telemark skiing techniques and turns showing a blending of the <b>movements of Telemark</b><br>3.3 Demonstrate linked Telemarks <b>turns</b> through the fall line<br>3.4 Control speed with the <b>shape of the turn</b> , with the turn-shape adapted for <b>conditions and terrain</b><br>3.5 Utilise <b>design of equipment</b> to enhance Telemark skiing performance                                                                                        |
| <b>4 Adhere to safe Telemark practices</b>                                                    | 4.1 Demonstrate a good understanding of Telemark skiing equipment by outlining reasons for owning/using personal equipment<br>4.2 Outline the checks required to ensure personal Telemark boots and bindings are in <b>good working order</b><br>4.3 Apply Telemark skills to avoid <b>hazards</b> in a variety of <b>snow, terrain and weather conditions</b><br>4.4 Comply with all snowsport area regulations<br>4.5 Explain the Alpine Responsibility Code and compliance of Telemarking practice with the code                                                                                                              |

## Range Statements

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

| RANGE STATEMENT            | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conditions</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ snow                   <ul style="list-style-type: none"> <li>▪ surface snow conditions</li> </ul> </li> <li>○ terrain                   <ul style="list-style-type: none"> <li>▪ steepness of slope</li> <li>▪ run out</li> </ul> </li> <li>○ weather                   <ul style="list-style-type: none"> <li>▪ visibility</li> <li>▪ snowing</li> <li>▪ wind</li> <li>▪ sun</li> <li>▪ rain</li> <li>▪ freezing rain</li> <li>▪ hail</li> </ul> </li> </ul> </li> </ul> |
| <b>Design of equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to               <ul style="list-style-type: none"> <li>○ shape of ski</li> <li>○ length</li> <li>○ flex</li> <li>○ gliding surfaces</li> <li>○ edges</li> <li>○ free heel</li> <li>○ torsional rigidity</li> <li>○ poles (correct length)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                  |
| <b>Good working order</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to               <ul style="list-style-type: none"> <li>○ boots are done up correctly according to manufacturer's specifications</li> <li>○ boots fit into bindings according to manufacturer's specifications</li> <li>○ bindings are tensioned and adjusted appropriately</li> <li>○ retention strap is present</li> </ul> </li> </ul>                                                                                                                                                                                              |
| <b>Hazards</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ other snow users</li> <li>○ lift queues</li> <li>○ snowsport area machinery and signage</li> <li>○ bluffs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                           |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <ul style="list-style-type: none"> <li>○ rocks</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| <b>Movements of Telemark</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ balance</li> <li>○ turning</li> <li>○ pressure</li> <li>○ flexion and extension</li> <li>○ edging</li> <li>○ arm and hand and body positions</li> <li>○ stance</li> </ul> </li> </ul>                                                                  |
| <b>Safety and comfort</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to             <ul style="list-style-type: none"> <li>○ the ski length chosen is correct for an intermediate Telemarker's ability, height and weight</li> <li>○ boot type chosen is correct for an intermediate Telemarker</li> <li>○ ski binding matches the combination of ski and boot</li> </ul> </li> </ul> |
| <b>Shape of the turn</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to             <ul style="list-style-type: none"> <li>○ long radius</li> <li>○ short radius</li> <li>○ medium radius</li> <li>○ shallow and deep</li> </ul> </li> </ul>                                                                                                                                       |
| <b>Turns</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ medium radius</li> <li>○ long radius</li> </ul> </li> </ul>                                                                                                                                                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of Telemark skiing, downhill on intermediate terrain (i.e., blue runs)</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to perform a range of turning movements on Telemark equipment on intermediate terrain and adhere to safe skiing practices</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ linked Telemark turns with constant movement</li> <li>○ understanding of hazards</li> <li>○ understanding and knowledge of Telemark skiing equipment</li> </ul> </li> </ul>                                                                                                                                        |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Alpine Responsibility Code</li> <li>○ Weather conditions</li> <li>○ Features of Telemark ski design and construction</li> <li>○ Telemark binding construction and performance features</li> <li>○ Boot design and technology</li> <li>○ Ski pole design and technology</li> <li>○ Equipment repair and maintenance</li> <li>○ Terrain conditions</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Retention devices</li> <li>○ Knowledge of snowsport area (i.e., how they operate, the role of the ski school, ski patrol, lift operators, etc)</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Stance on Telemark skis (both dynamic and static)</li> <li>○ Telemark turns with correct turn shape, edging and pressure</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain (blue runs)</li> <li>○ suitable clothing</li> <li>○ skis</li> <li>○ bindings</li> <li>○ lift pass</li> <li>○ boots</li> <li>○ poles</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                   | <ul style="list-style-type: none"> <li>○ food and water</li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROSKI007A)</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating Telemark technique on intermediate terrain, 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 Telemark skiing downhill on intermediate terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill Telemark skiing activity at a snowsport area on intermediate terrain</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                            |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| 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                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating plans of skiing location to other party members</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Skiing in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Understanding the effect of shape and flex and pressure for effective changes in direction</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using ski bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                           |
|------------|-------------------------------------------|
| SROSKI007A | TELEMARK SKI DOWNHILL ON ADVANCED TERRAIN |
|            |                                           |
| SKI        | Skiing                                    |

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

This unit covers the knowledge and skills required to Telemark ski on advanced terrain using advanced Telemark skiing techniques, and to adhere to safe skiing practices. Advanced terrain is equivalent to black runs at a snowsport area.

| ELEMENT                                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                                      | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information<br>1.5 Demonstrate knowledge of snowsport area protocol and run status for the day                       |
| <b>2 Select appropriate equipment to participate in activity</b>                    | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                            |
| <b>3 Telemark ski on advanced terrain using advanced telemark skiing techniques</b> | 3.1 Execute Telemark skiing techniques and turns, demonstrating an athletic and balanced stance in relation to the four planes of <b>movement</b><br>3.2 Execute <b>movement of Telemark</b> skiing techniques, demonstrating <b>co-ordination of the movements</b><br>3.3 Demonstrate linked Telemark <b>turns</b> through the fall line skiing with speed<br>3.4 Control speed by the <b>shape</b> and type <b>of turn</b> , with the turn-shape and type adapted for conditions and terrain<br>3.5 Utilise <b>design of equipment</b> to enhance skiing performance<br>3.6 Demonstrate correct usage of edges during retraction and extension turns |
| <b>4 Adhere to safe skiing practices</b>                                            | 4.1 <b>Maintain Telemark equipment</b> to match performance requirements<br>4.2 Identify and explain the importance of <b>comfort and safety</b> when selecting skis, boots and bindings, for an advanced telemark skier<br>4.3 Identify and explain the basic functions of <b>Telemark equipment</b> , one of which must be a safety function<br>4.4 Use safety skills to avoid <b>hazards</b> in a variety of <b>snow, terrain and weather conditions</b><br>4.5 Comply with all snowsport area regulations<br>4.6 Explain the Alpine Responsibility Code and telemarking practice compliance with the code                                          |

## Range Statements

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

| RANGE STATEMENT                   | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Comfort and safety</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but is not limited to               <ul style="list-style-type: none"> <li>○ the ski length chosen is correct for an advanced telemarker's ability, height and weight and terrain (different terrain, different gear)</li> <li>○ ski binding matches the combination of ski and boot</li> <li>○ boot type chosen is correct for an advanced telemark skier</li> <li>○ binding chosen is correct for an advanced telemarkers weight, strength and ability</li> </ul> </li> </ul>                                                                                                                                             |
| <b>Conditions</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ snow                   <ul style="list-style-type: none"> <li>▪ surface snow (groomed/ungroomed conditions)</li> </ul> </li> <li>○ terrain                   <ul style="list-style-type: none"> <li>▪ steepness of slope</li> <li>▪ run out</li> <li>▪ varied mogul terrain and conditions</li> </ul> </li> <li>○ weather                   <ul style="list-style-type: none"> <li>▪ visibility</li> <li>▪ snowing</li> <li>▪ wind</li> <li>▪ sun</li> <li>▪ rain</li> <li>▪ freezing rain</li> <li>▪ hail</li> </ul> </li> </ul> </li> </ul> |
| <b>Co-ordination of movements</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to               <ul style="list-style-type: none"> <li>○ timing</li> <li>○ speed</li> <li>○ precision</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Design of equipment</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• should include but is not limited to               <ul style="list-style-type: none"> <li>○ ski shape</li> <li>○ length</li> <li>○ gliding surfaces</li> <li>○ edges</li> <li>○ free-heel</li> <li>○ flex</li> <li>○ torsional rigidity</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |



|                                          |                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"> <li>○ boots</li> <li>○ poles (correct length)</li> </ul>                                                                                                                                                                                                                               |
| <b>Maintenance of Telemark equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to             <ul style="list-style-type: none"> <li>○ ski surfaces waxed</li> <li>○ edges "tuned"</li> <li>○ bases flat</li> <li>○ bindings and boots in good working order</li> </ul> </li> </ul>                     |
| <b>Movement of Telemark</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ retraction and extension movements</li> <li>○ diagonal movements</li> <li>○ arm and hand movements</li> <li>○ steering</li> <li>○ edging</li> </ul> </li> </ul> |
| <b>Shape of the turn</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to             <ul style="list-style-type: none"> <li>○ deep or shallow</li> <li>○ short radius</li> <li>○ medium radius</li> <li>○ long radius</li> <li>○ in bumps and jumps</li> </ul> </li> </ul>                     |
| <b>Telemark equipment</b>                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but is not limited to             <ul style="list-style-type: none"> <li>○ boots</li> <li>○ bindings</li> <li>○ skis</li> <li>○ poles</li> </ul> </li> </ul>                                                                                |
| <b>Turns</b>                             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• must include but are not limited to             <ul style="list-style-type: none"> <li>○ small radius</li> <li>○ medium radius</li> <li>○ large radius</li> </ul> </li> </ul>                                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient basic knowledge of Telemark skiing, downhill on advanced terrain (i.e., black runs)</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to perform a range of techniques on Telemark equipment on advanced terrain and adhere to safe skiing practices</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ linked Telemark turns through the fall-line with speed</li> <li>○ control speed by shape of turn</li> <li>○ use equipment to enhance Telemark skiing</li> <li>○ apply knowledge of equipment including comfort and safety, performance and features concerning ski's, boots and bindings</li> <li>○ maintain and tune Telemark equipment</li> <li>○ avoid hazards using Telemark skills</li> </ul> </li> </ul>                     |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKI006A Telemark ski downhill on intermediate terrain</li> <li>○ SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS004B Interpret weather conditions in the field</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Alpine Responsibility Code</li> <li>○ Weather conditions</li> <li>○ Terrain conditions</li> <li>○ Telemark binding construction and performance features</li> <li>○ Boot design and technology</li> <li>○ Ski pole design and technology</li> <li>○ Telemark ski design and technology</li> <li>○ Equipment repairs and maintenance</li> <li>○ Snow conditions</li> <li>○ Equipment selection</li> <li>○ Equipment</li> <li>○ Retention devices</li> <li>○ Potential avalanche terrain</li> <li>○ First aid knowledge</li> <li>○ Knowledge of snowsport area, i.e., how they operate, the role of the ski school, ski patrol, lift operators, etc</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Balance on Telemark skis</li> <li>○ Telemark turns</li> <li>○ Selecting a line down a ski run</li> <li>○ First aid skills</li> <li>○ Safe mountain travelling skills</li> </ul> </li> </ul> |

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|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ Avalanche rescue skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ snowsport area with suitable terrain (i.e., black runs)</li> <li>○ suitable clothing</li> <li>○ skis</li> <li>○ bindings</li> <li>○ lift pass</li> <li>○ boots</li> <li>○ poles</li> <li>○ food and water</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating Telemark technique on all the prescribed terrain and conditions, 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 Telemark skiing downhill on advanced terrain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real downhill Telemark skiing activity at a snowsport area on advanced terrain</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting snow information regarding a snowsport area</li> <li>• <b>Communicating ideas and information</b> - Communicating plans of skiing location to other party members</li> <li>• <b>Planning and organising activities</b> - Planning on which runs to use and organising lift tickets</li> <li>• <b>Working with teams and others</b> - Skiing in a group for safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Understanding the effect of shape and flex and pressure for effective changes in direction</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using ski bindings</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                               |
|------------|-------------------------------|
| SROSKI008A | INSTRUCT ALPINE SKIING SKILLS |
|            |                               |
| SKI        | Skiing                        |

**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 an alpine skiing activity.

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

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                     | <p>plan and instructional objectives.</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures</p>                                                                                                                                                                                                         |
| <b>5 Apply appropriate teaching techniques for an alpine skiing session</b>         | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                    |
| <b>6 Teach required knowledge that applies to an alpine skiing activity</b>         | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to alpine skiing and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in alpine skiing</p> <p>6.3 Identify minimal impact practices appropriate to alpine skiing, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in alpine skiing, and determine client level of understanding in their use</p> |
| <b>7 Teach safety and rescue procedures appropriate to a alpine skiing activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to alpine skiing, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to alpine skiing</p> <p>7.4 Demonstrate rescue techniques specific to alpine skiing, and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                                |
| <b>8 Teach alpine skiing skills</b>                                                 | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p> <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                                                   |
| <b>9 Communicate further</b>                                                        | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in alpine skiing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| alpine skiing knowledge                                          | 9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>9.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 10 Conclude and evaluate the alpine skiing instructional session | 10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion<br>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor<br>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<br>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning<br>10.5 Determine modifications to activities and delivery method(s), based on evaluations<br>10.6 Evaluate the suitability of <b>other related factors</b> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                 |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | [all categories] <ul style="list-style-type: none"> <li>• skis</li> <li>• poles</li> <li>• boots</li> <li>• safety equipment including First Aid kits</li> <li>• alpine skiing specific equipment</li> <li>• rescue equipment</li> <li>• personal protective clothing</li> </ul>                                           |
| <b>Hazards</b>               | [all categories] <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ trees</li> <li>○ avalanche</li> <li>○ environmental conditions</li> <li>○ other snowsport participants</li> <li>○ snow vehicles</li> <li>○ manmade objects</li> </ul> </li> </ul>             |
| <b>Other related factors</b> | [all categories] <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                             |
| <b>Other resources</b>       | [all relevant categories] <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable snowsport area with alpine skiing facilities for teaching of unit(s)</li> </ul> </li> </ul> |
| <b>Sequence</b>              | [two categories] <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> </ul> </li> </ul>                                                                                                                         |



|  |                                                                                                                                                                                                                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an alpine skiing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 of Range Statements that are applicable to instructing alpine skiing skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate alpine skiing techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for alpine skiing</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>▪ SROSKI004Alpine ski downhill off-piste, <b>OR</b></li> <li>▪ SROSKI007ATelemark ski downhill on advanced terrain</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of alpine skiing, eg, occupational health and safety (OH&amp;S), land and water management authorities, local government</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of alpine skiing skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                   | <ul style="list-style-type: none"> <li>Required skills               <ul style="list-style-type: none"> <li>Rescue competencies to effectively deal with emergencies whilst instructing alpine skiing</li> <li>Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>Alpine skiing skills to demonstrate and correct technique</li> <li>Terrain reading skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>Suitable locations for the conduct of alpine skiing instructional sessions</li> <li>Alpine skiing equipment, eg, skis, poles, boots, lift pass</li> <li>Suitable personal clothing</li> <li>First aid kit</li> <li>Rescue equipment, eg, first aid kit</li> <li>Instructional tools, eg, video, television, whiteboard, handouts</li> <li>Food and water resources</li> <li>Client groups</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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 alpine skiing skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment this unit of competency must be assessed in the context of an alpine skiing activity with a range of clients (not peers)</li> <li>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</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                           |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills (eg, clock face)</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **SKI TOURING**



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|            |                                               |
|------------|-----------------------------------------------|
| SROSKT001B | DEMONSTRATE BASIC CROSS COUNTRY SKIING SKILLS |
|            |                                               |
| SKT        | Ski touring                                   |

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

This unit applies to travel on skis in a variety of conditions in a controlled environment near resorts carrying equipment for personal safety at an adequate level of degree of balance and level of confidence. Other related competencies, such as navigation, are defined in other units.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                   | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information |
| <b>2 Select appropriate equipment to participate in activity</b> | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                   |
| <b>3 Demonstrate <i>skiing skills</i></b>                        | 3.1 Demonstrate a degree of balance and confidence<br>3.2 Display efficiency of movement across <b><i>terrain</i></b><br>3.3 Modify <b><i>technique</i></b> to account for changes in <b><i>terrain</i></b><br>3.4 Demonstrate rhythm and smooth transfers between strides, steps and turns                                                                                                                                                                                                                                                   |
| <b>4 Ski in a safe manner</b>                                    | 4.1 Identify <b><i>hazards</i></b> and minimise, avoid or eliminate <b><i>risks</i></b><br>4.2 Take <b><i>measures</i></b> to guard personal and group safety<br>4.3 Consider the <b><i>safety of others</i></b> whilst skiing                                                                                                                                                                                                                                                                                                                |

## Range Statements

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

| RANGE STATEMENT         | CATEGORIES                                                                                                                                                                                                                                                                                             |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hazards</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• trees</li> <li>• rocks</li> <li>• shrubs</li> <li>• blizzards</li> <li>• wind</li> <li>• white outs</li> <li>• varying snow conditions and packing</li> <li>• man-made structures</li> </ul>                                          |
| <b>Measures</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• safe falling</li> <li>• speed</li> <li>• observation of winter weather conditions and terrain</li> <li>• adequate clothing</li> <li>• fluid and food intake</li> </ul>                                                                |
| <b>Risks</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• injuries</li> <li>• hypothermia</li> <li>• exhaustion</li> <li>• lost party or party member</li> <li>• dehydration</li> </ul>                                                                                                         |
| <b>Safety of others</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may be affected by             <ul style="list-style-type: none"> <li>○ speed</li> <li>○ distance from other skiers</li> </ul> </li> </ul>                                                                                            |
| <b>Skiing skills</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• free skating</li> <li>• two skating</li> <li>• snow plough turns and stop</li> <li>• downhill traverse</li> <li>• herringbone</li> <li>• kick turn</li> <li>• downhill run</li> <li>• traverse (uphill) with tacking turns</li> </ul> |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                  | <ul style="list-style-type: none"><li>• gliding and safe falling</li></ul>                                                                                                                                                                                                                                                                                                                                        |
| <b>Technique</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• may be affected/improved by<ul style="list-style-type: none"><li>○ edging</li><li>○ degree of glide</li><li>○ pole position</li><li>○ hand and arm position</li><li>○ body position</li><li>○ knee flex</li><li>○ position of skis with respect to each other</li><li>○ weight transfer</li><li>○ synchronisation of movement</li></ul></li></ul> |
| <b>Terrain</b>   | <ul style="list-style-type: none"><li>• gentle to moderate in a controlled environment with groomed ski trails near to resorts</li></ul>                                                                                                                                                                                                                                                                          |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of basic cross country skiing technique and safety practices</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• In particular, assessment must confirm the ability to apply knowledge of basic cross country skiing technique and safety practices to cross country ski in controlled environments near to resorts where               <ul style="list-style-type: none"> <li>○ Ski trails may be groomed and set</li> <li>○ There is a high degree of trail identification and marking</li> <li>○ There is readily available information of terrain and snow conditions and a relatively homogeneous environment</li> </ul> </li> <li>• Skiing skills must be demonstrated at a basic level according to the following criteria               <ul style="list-style-type: none"> <li>○ Safe falling - with body relaxed, poles out of the way, and knees flexed, sit gently to the rear or side. Getting up involves skis edged across the fall line, body uphill of skis (moderate slope)</li> <li>○ Snow Plough (Glide, Brake and Turn): with skis in a V wedge, edge slightly inward to control descent in a glide, edge inward and push heels out to brake (moderate slope)</li> <li>○ Side Step - with small steps and keeping skis parallel across the fall line, move up and downhill (moderate slope)</li> <li>○ Herringbone - with skis in an outward V and edged inwards, move uphill, lifting skis and planting poles alternatively behind for balance (uphill)</li> <li>○ Downhill Run - with a stable relaxed body position, travel downhill, hands forward, poles low behind, feet equally weighted and knees flexed (moderate slope)</li> <li>○ Kick Turn - with skis still, body facing downhill, poles behind, lift and pivot one ski 180 degrees by its heel, followed by the other ski and poles to face the new direction (slight downhill)</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS001B Implement minimal environmental impact practices</li> <li>○ SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Food, fluid requirements to maintain energy level whilst participation in activity</li> <li>○ Clothing selection and layering principle</li> <li>○ Equipment selection, care and waxing</li> <li>○ Weather interpretation</li> <li>○ Minimum impact code</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ First aid skills appropriate to the location and level of responsibility</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ Basic cross country skiing skills</li> <li>○ Map/trail reading skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ a suitable outdoor location for basic cross country skiing in a controlled environment</li> <li>○ suitable cross country skis</li> <li>○ poles</li> <li>○ first aid kit</li> <li>○ map</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in the unit SROSKT003B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as performing all the prescribed skills the designated terrain this unit must be assessed over a minimum of two (2) days in order to ensure consistency of performance over the Range Statements and contexts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity whilst participating in an actual/real cross country skiing activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | -                               | 2                          | -                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting weather information prior to activity</li> <li>• <b>Communicating ideas and information</b> - Not applicable</li> <li>• <b>Planning and organising activities</b> - Planning trip route</li> <li>• <b>Working with teams and others</b> -Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating distances to be travelled</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Applying wax to skis to reduce friction</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                         |
|------------|---------------------------------------------------------|
| SROSKT002B | SKI TOUR IN A PATROLLED ENVIRONMENT TO A BASIC STANDARD |
|            |                                                         |
| SKT        | Ski touring                                             |

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

This unit covers the knowledge and skills to undertake day ski tours in patrolled areas which may include untracked and ungroomed areas and slopes angled up to and including 10 degrees.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                   | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information |
| <b>2 Select appropriate equipment to participate in activity</b> | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                   |
| <b>3 Adhere to safe backcountry ski touring practices</b>        | 3.1 Select <b>equipment</b> appropriate to skiing skills, snow conditions and location<br>3.2 Determine route selection after considering efficiency and ease of route and potential <b>hazards</b> , and skiing avoids these <b>hazards</b><br>3.3 Carry clothing and <b>minimum supplies</b> for a backcountry day trip to meet safety requirements for minimising <b>hazards</b> and/or dealing with emergencies<br>3.4 Monitor the weather and incorporate information into skiing and route decisions                                    |
| <b>4 Perform skiing techniques whilst ski touring</b>            | 4.1 Select and execute <b>skiing techniques</b> taking into account terrain, weather and <b>snow conditions</b><br>4.2 Execute <b>single turns</b> through the fall-line under <b>good snow conditions</b><br>4.3 Choose the angle of climb and selection of slope, and complete climbs taking into account the terrain, weather and <b>snow conditions</b><br>4.4 Select the <b>method of climbing and turning</b> for the terrain, <b>snow conditions</b> , <b>skier needs</b> and assist climb                                             |

## Range Statements

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

| RANGE STATEMENT                       | CATEGORIES                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>                      | [all categories] <ul style="list-style-type: none"> <li>• skis</li> <li>• poles</li> <li>• boots</li> </ul>                                                                                                                                                                                                                                                              |
| <b>Good snow conditions</b>           | <ul style="list-style-type: none"> <li>• solid base with softening surface</li> </ul>                                                                                                                                                                                                                                                                                    |
| <b>Hazards</b>                        | [all categories] <ul style="list-style-type: none"> <li>• other skiers</li> <li>• vegetation</li> <li>• bluffs and rocks</li> <li>• water courses</li> <li>• ice</li> <li>• human structures</li> </ul>                                                                                                                                                                  |
| <b>Method of climbing and turning</b> | [all categories] <ul style="list-style-type: none"> <li>• kick-turns</li> <li>• traverse</li> <li>• side-step</li> <li>• herringbone</li> <li>• diagonal stride</li> </ul>                                                                                                                                                                                               |
| <b>Minimum supplies</b>               | [all categories] <ul style="list-style-type: none"> <li>• warm, waterproof clothing</li> <li>• food and water</li> <li>• first aid kit</li> <li>• map and compass</li> <li>• stove and fuel</li> <li>• torch</li> <li>• space blanket</li> <li>• mobile phone or EPIRB (Emergency Position Indicating Radio Beacon) - depending on area of reliable reception</li> </ul> |
| <b>Single turns</b>                   | [all categories] <ul style="list-style-type: none"> <li>• snow plough</li> <li>• step-turns</li> </ul>                                                                                                                                                                                                                                                                   |



|                          |                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skier needs</b>       | <p>[all categories]</p> <ul style="list-style-type: none"><li>• determined by<ul style="list-style-type: none"><li>○ physical needs</li><li>○ psychological needs</li><li>○ efficiency of energy</li><li>○ avoiding a fall</li><li>○ maintaining a pace</li><li>○ locational goal</li></ul></li></ul>                                                                       |
| <b>Skiing techniques</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• side-slip</li><li>• kick turns and traverse</li><li>• stopping</li><li>• snow plough<ul style="list-style-type: none"><li>○ speed control</li><li>○ turns</li><li>○ stop, eg, through snow plough glide and brake</li></ul></li><li>• step-turns</li></ul>                                                  |
| <b>Snow conditions</b>   | <p>[all categories]</p> <ul style="list-style-type: none"><li>• determined by<ul style="list-style-type: none"><li>○ surface snow</li><li>○ snow stability</li><li>○ steepness of slope</li><li>○ run-out</li><li>○ terrain features</li><li>○ visibility</li><li>○ wind</li><li>○ sun</li><li>○ human alteration</li><li>○ aspect</li><li>○ vegetation</li></ul></li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of basic ski touring equipment and techniques</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from each of the Range Statements that are applicable in the learner's environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ ski tour with a daypack in patrolled locations which may include untracked and ungroomed snow in areas with slopes angled up to and including 10 degrees</li> <li>○ supply knowledge of safety practices to plan for personal food, liquid and clothing requirements</li> </ul> </li> <li>• Skiing skills must be demonstrated at a basic level according to the following criteria             <ul style="list-style-type: none"> <li>○ safe falling: with body relaxed, poles out of the way, and knees flexed, sit gently to the rear or side. Getting up involves skis edged across the fall line, body uphill of skis, (moderate slope).</li> <li>○ diagonal Stride: with coordinated movement, travel forward with some weight transfer, glide and relaxed poling (flat/slight uphill, with and without poles)</li> <li>○ snow Plough (Glide, Brake and Turn): with skis in a V wedge, edge slightly inward to control descent in a glide ; edge inward and push heels out to brake ; (moderate slope)</li> <li>○ side step: using edge of skis with small steps and keeping skis parallel across the fall line, move up and downhill (moderate slope)</li> <li>○ step turns: with ski heels close together take small steps to the right and left to change direction, returning skis to parallel to complete each step (flat/slight downhill)</li> <li>○ double pole: with both poles planted level with feet, move along the flat or slightly downhill dropping the upper body weight forward onto the poles, push arms behind and swing poles forward while rising to complete (flat/slight downhill slope)</li> <li>○ herringbone: with skis in an outward V and edged inwards, move uphill, lifting skis and planting poles alternatively behind for balance (uphill)</li> <li>○ downhill run: with a stable relaxed body position, travel downhill, hands forward, poles low behind, feet equally weighted and knees flexed (moderate slope)</li> <li>○ kick turn: with skis still, body facing downhill, poles behind, lift and pivot one ski 180 degrees by its heel, followed by the other ski and poles to face the new direction (slight downhill)</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROOPS001B Implement minimal environmental impact practices</li> <li>○ SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <ul style="list-style-type: none"> <li>○ SRONAV001B Navigate in tracked or easy untracked areas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b> | <ul style="list-style-type: none"> <li>• Required knowledge <ul style="list-style-type: none"> <li>○ Performance characteristics of cross country skiing equipment and factors that affect performance, eg, length, weight and width of skis; grip and glide zones of skis, edges, free-heel, longitudinal rigidity, boots, poles</li> <li>○ Navigation techniques in good visibility</li> <li>○ Minimum impact code</li> <li>○ Alpine Responsibility Code</li> <li>○ Equipment selection and care</li> <li>○ Clothing selection and layering principle</li> </ul> </li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Basic cross country skiing skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resource implications</b>         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ ski touring equipment</li> <li>○ safety equipment for day ski tours</li> <li>○ patrolled locations which may include untracked and ungroomed snow in areas with slopes angled up to and including 10 degrees</li> <li>○ navigation equipment</li> <li>○ personal clothing</li> <li>○ day pack</li> <li>○ first aid kit</li> <li>○ food and water resources</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent the unit SROSKT004B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>    | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating the range of required skills and techniques in the terrain and conditions specified, this unit must be assessed over a minimum of two (2) different occasions, eg, several day ski tours, in order to ensure consistency of performance over the Range Statements and contexts applicable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>        | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real ski touring activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|  |                           |
|--|---------------------------|
|  | 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                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding weather conditions and proposed route</li> <li>• <b>Communicating ideas and information</b> - Relaying information to other group members</li> <li>• <b>Planning and organising activities</b> - Planning proposed route</li> <li>• <b>Working with teams and others</b> - Skiing in a group of other skiers</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating food requirements for trip</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using wax on skis to reduce friction</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                      |
|------------|------------------------------------------------------|
| SROSKT003B | DEMONSTRATE INTERMEDIATE CROSS COUNTRY SKIING SKILLS |
|            |                                                      |
| SKT        | Ski touring                                          |

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

This unit applies to travel on skis in a variety of conditions carrying equipment for personal and group safety at a good level of degree of balance and level of confidence. Other related competencies, such as navigation, are defined in other units.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                   | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information |
| <b>2 Select appropriate equipment to participate in activity</b> | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                   |
| <b>3 Demonstrate <i>skiing skills</i></b>                        | 3.1 Demonstrate a <b><i>degree of balance and confidence</i></b><br>3.2 Display efficiency of movement across <b><i>terrain</i></b><br>3.3 Modify <b><i>technique</i></b> to account for changes in <b><i>terrain</i></b><br>3.4 Demonstrate rhythm and smooth transfers between strides, steps and turns                                                                                                                                                                                                                                     |
| <b>4 Ski in a safe manner</b>                                    | 4.1 Identify <b><i>hazards</i></b> and minimise, avoid or eliminate <b><i>risks</i></b><br>4.2 Take <b><i>measures</i></b> to guard personal and group safety<br>4.3 Consider the <b><i>safety of others</i></b> whilst skiing                                                                                                                                                                                                                                                                                                                |

## Range Statements

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

| RANGE STATEMENT         | CATEGORIES                                                                                                                                                                                                                                                                      |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hazards</b>          | [all categories] <ul style="list-style-type: none"> <li>• snow bridges</li> <li>• trees</li> <li>• rocks</li> <li>• shrubs</li> <li>• cornices</li> <li>• blizzards</li> <li>• wind</li> <li>• white outs</li> </ul>                                                            |
| <b>Measures</b>         | [all categories] <ul style="list-style-type: none"> <li>• safe falling</li> <li>• speed</li> <li>• observation of winter weather conditions and terrain</li> <li>• adequate clothing</li> <li>• fluid and food intake</li> </ul>                                                |
| <b>Risks</b>            | [all categories] <ul style="list-style-type: none"> <li>• injuries</li> <li>• hypothermia</li> <li>• exhaustion</li> <li>• lost party or party member</li> <li>• dehydration</li> </ul>                                                                                         |
| <b>Safety of others</b> | [all categories] <ul style="list-style-type: none"> <li>• may be affected by               <ul style="list-style-type: none"> <li>○ speed</li> <li>○ distance from other skiers</li> </ul> </li> </ul>                                                                          |
| <b>Skiing skills</b>    | [all categories] <ul style="list-style-type: none"> <li>• diagonal striding in open terrain</li> <li>• free skating</li> <li>• downhill traversing</li> <li>• step turns</li> <li>• basic stem turning</li> <li>• side slipping</li> <li>• telemark straight running</li> </ul> |

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| <b>Technique</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• may be affected/improved by<ul style="list-style-type: none"><li>○ edging</li><li>○ degree of glide</li><li>○ pole position</li><li>○ hand and arm position</li><li>○ body position</li><li>○ knee flex</li><li>○ position of skis with respect to each other</li><li>○ weight transfer</li><li>○ synchronisation of movement</li></ul></li></ul> |
| <b>Terrain</b>   | <p>[all categories]</p> <ul style="list-style-type: none"><li>• gentle and moderate slopes on groomed trails</li><li>• on and off packed snow</li></ul>                                                                                                                                                                                                                                                           |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of cross country skiing technique and safety practices to ski in controlled environments where ski trails may be groomed and set and carrying personal requirements for a day tour</li> <li>• Assessment of performance should be over a minimum of two (2) days covering the prescribed number of categories from each of the Range Statements that are applicable in the learner's environment</li> <li>• Cross country skiing skills must be demonstrated at an intermediate level according to the following criteria             <ul style="list-style-type: none"> <li>○ diagonal striding in open terrain: maintaining consistent speed and rhythm over varying terrain including short and not too steep uphills</li> <li>○ free skating: with easy rhythmical skating steps, keeping knees flexed, moving forward by shifting weight from ski to ski, lifting the ski forward and to the side to start skating. Shoulders kept square to the skating ski, with arms swinging naturally</li> <li>○ downhill traversing: skiing across the fall line, stepping back up into the hill to stop. Body weight permanently on the downhill ski with shoulders turned down the slope, hands low and forward</li> <li>○ step turns: with ski heels close together, take small steps to the right and left to change direction, returning skis to parallel to complete each step</li> <li>○ basic stem turning: uphill ski lifted into a snowplough turn, applying turning pressure gradually. On passing through the fall line, slide the inside ski in smoothly to the stemmed ski to start a new traverse. Reduce the length of each traverse to develop a rhythm between turns. Lower pole jabbed forward into snow as the upper ski starts the stemming action. Body rises up as the skis are stemmed apart and lowered when the skis are brought back together</li> <li>○ telemark straight running: Dropping down into Telemark position in dips or sudden changes in terrain to lower centre of gravity and create greater stability. Also essential for crossing "snow bridges" to disperse the weight</li> <li>○ kick turns: with skis still, body facing downhill, poles behind, lift and pivot one ski 180 degrees by its heel, followed by the other ski and poles to face the new direction. (Should be performed on steep terrain at this level, whilst carry a pack)</li> <li>○ side slipping: Skis across a moderately steep slope on two level skis (knees flexed well forward with uphill ski slightly forward), keeping head and shoulders facing down the hill and over the skis, with knees and hips pushed into the hill to hold an uphill edge on each ski. Hips and body raised up, over and down the slope to start the skis slipping sideways. Upper body moves down the hill over the skis, with lowered hips, to maintain balance and control. Roll knees and hips back into hill to edge the skis in order to control sliding, adjust sliding speed and to stop</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROSKT001B Demonstrate basic cross country skiing skills</li> <li>○ SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                      | <ul style="list-style-type: none"> <li>○ SROODR002A Plan outdoor recreation activities</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>• This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>○ SROOPS003B Apply weather information</li> <li>○ SROSKT005B Apply snowcraft skills for day touring</li> <li>○ SRONAV002B Navigate in difficult or trackless areas</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b> | <ul style="list-style-type: none"> <li>• Required knowledge <ul style="list-style-type: none"> <li>○ Food, fluid requirements</li> <li>○ Clothing selection and layering principle</li> <li>○ Equipment selection, care and waxing</li> <li>○ Alpine Responsibility Code</li> <li>○ Weather interpretation</li> <li>○ Minimum impact code</li> </ul> </li> <li>• Required skills <ul style="list-style-type: none"> <li>○ First aid skills appropriate to the location and level of responsibility</li> <li>○ Cross country skiing skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resource implications</b>         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable cross country skiing equipment</li> <li>○ a suitable outdoor location for the conduct of intermediate cross country skiing That is, a controlled environment where ski trails may be groomed and set and which may provide off - track slopes for turns and downhill technique</li> <li>○ personal clothing</li> <li>○ food and water resources</li> <li>○ day pack</li> <li>○ first aid kit</li> <li>○ navigation equipment</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSKT006B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b>    | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating the range of skills in the specified terrain, this unit must be assessed over a minimum of two (2) days in order to ensure consistency of performance over the Range Statements and contexts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Context for assessment</b>        | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real ski touring activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|  | <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding weather conditions and proposed route</li> <li>• <b>Communicating ideas and information</b> - Not applicable</li> <li>• <b>Planning and organising activities</b> - Planning proposed route</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating food requirements for trip</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using wax on skis to reduce friction</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                         |
|------------|-----------------------------------------|
| SROSKT004B | DAY SKI TOUR AWAY FROM A PATROLLED AREA |
|            |                                         |
| SKT        | Ski touring                             |

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

This unit covers the knowledge and skills to undertake day ski tours in non patrolled areas which are untracked and ungroomed on slopes angled up to and including 15 degrees.

| ELEMENT                                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                                | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                                                                                                   |
| <b>2 Select appropriate equipment to participate in activity</b>              | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>3 Adhere to safe backcountry ski touring practices</b>                     | 3.1 Select appropriate <b>equipment</b> for the terrain and expected snow conditions<br>3.2 <b>Maintain ski touring equipment</b> to match performance requirements<br>3.3 Take into account potential <b>hazards</b> , efficiency and ease of route and terrain, snow and weather conditions in route selection<br>3.4 Carry clothing and supplies for a backcountry day trip to meet safety requirements for minimising <b>hazards</b> and/or dealing with emergencies<br>3.5 Monitor the weather and incorporate information into skiing and route decisions                                                                                                                                                                 |
| <b>4 Perform skiing techniques whilst ski touring on intermediate terrain</b> | 4.1 Select and execute <b>skiing techniques</b> taking into account terrain, weather and <b>snow conditions</b><br>4.2 Link together <b>turns</b> through the fall-line under <b>good snow conditions</b> , with speed and <b>turn-shape</b> adapted for conditions and terrain<br>4.3 Choose the angle of climbs and selection of slope and complete climb taking into account the terrain, weather and <b>snow conditions</b><br>4.4 Select the <b>method of climbing and turning</b> points of climb for the terrain, <b>skier needs</b> and <b>snow conditions</b> , and assist the climb<br>4.5 Utilise knowledge of the <b>design features of equipment</b> to enhance skiing performance and the carving of <b>turns</b> |

## Range Statements

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

| RANGE STATEMENT                       | CATEGORIES                                                                                                                                                                                                                                                |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Design features of equipment</b>   | [all categories] <ul style="list-style-type: none"> <li>length, weight and width of ski</li> <li>gliding surfaces</li> <li>edges</li> <li>free-heel</li> <li>longitudinal rigidity</li> <li>length and basket type of poles</li> </ul>                    |
| <b>Equipment</b>                      | [all categories] <ul style="list-style-type: none"> <li>free-heel</li> <li>grip zone</li> <li>edges</li> <li>poles</li> <li>pattern type</li> </ul>                                                                                                       |
| <b>Good snow conditions</b>           | <ul style="list-style-type: none"> <li>solid base with softening surface</li> </ul>                                                                                                                                                                       |
| <b>Hazards</b>                        | [all categories] <ul style="list-style-type: none"> <li>other skiers</li> <li>vegetation</li> <li>bluffs and rocks</li> <li>avalanches</li> <li>water courses</li> <li>ice</li> <li>human structures</li> <li>differing/changing snow surfaces</li> </ul> |
| <b>Maintain ski touring equipment</b> | [all categories] <ul style="list-style-type: none"> <li>surfaces waxed and/or cleaned</li> <li>binding and boots in good working order</li> </ul>                                                                                                         |
| <b>Method of climbing and turning</b> | [all categories] <ul style="list-style-type: none"> <li>kick-turns</li> <li>traverse</li> <li>side-step</li> <li>herringbone</li> <li>diagonal stride</li> </ul>                                                                                          |

|                          |                                                                                                                                                                                                                                                                                                                                                                                 |
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|                          | <ul style="list-style-type: none"> <li>removing skis and walking</li> </ul>                                                                                                                                                                                                                                                                                                     |
| <b>Supplies</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>warm, waterproof clothing</li> <li>food and water</li> <li>first aid kit</li> <li>map and compass</li> </ul>                                                                                                                                                                                                     |
| <b>Skier needs</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>determined by             <ul style="list-style-type: none"> <li>physical needs</li> <li>psychological needs</li> <li>efficiency of energy</li> <li>avoiding a fall</li> <li>maintaining a pace</li> <li>locational goal</li> <li>socialisation needs</li> </ul> </li> </ul>                                     |
| <b>Skiing techniques</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>side-slip</li> <li>kick turns and traverse</li> <li>stopping</li> <li>snow plough</li> <li>stem-turns and step turns</li> <li>open stance telemark turns</li> </ul>                                                                                                                                              |
| <b>Snow conditions</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>determined by             <ul style="list-style-type: none"> <li>surface snow</li> <li>snow stability</li> <li>steepness of slope</li> <li>run-out</li> <li>terrain features</li> <li>visibility</li> <li>wind</li> <li>sun</li> <li>human alteration</li> <li>aspect</li> <li>vegetation</li> </ul> </li> </ul> |
| <b>Turns</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>snow plough</li> <li>stem-turns</li> <li>open stance telemark turns</li> <li>step</li> </ul>                                                                                                                                                                                                                     |

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| Turn-shape | <p>[all categories]</p> <ul style="list-style-type: none"><li>• long radius</li><li>• medium radius</li></ul> |
|------------|---------------------------------------------------------------------------------------------------------------|



## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of intermediate level cross - country skiing techniques.</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories of skiing technique and snow conditions from each of the Range Statements that are applicable in the learner's environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ ski tour with a daypack in unpatrolled locations with untracked and ungroomed snow in areas with slopes angled up to and including 15 degrees</li> <li>○ apply knowledge of safety practices to independently plan for personal food, liquid and clothing requirements for day ski tours</li> </ul> </li> <li>• Skiing skills must be demonstrated at an intermediate level according to the following criteria whilst carrying a 12 kg day pack             <ul style="list-style-type: none"> <li>○ diagonal stride: with weight shift from ski to ski, synchronized diagonal arm and leg movement, forward body position, glide on the forward ski and shortened stride and pole movement on the uphill (flat/uphill)</li> <li>○ snow plough (Glide, Brake and Turn): with skis V wedged, hands low and forward, poles trailing, knees flexed, body quiet and upright-glide to check speed; brake to stop; and turn left and right by weighting alternate outside skis (moderate slope)</li> <li>○ side step: with small synchronized steps, maintaining balance and keeping skis parallel and across the fall line, move up and downhill with synchronized poling (moderate slope)</li> <li>○ step turns: with ski heels close together, knees flexed, hands leading, poles trailing, take small steps to the left and right to change direction, returning skis to parallel to complete each step (flat/slight downhill)</li> <li>○ double pole: with both poles planted slightly to the rear of feet, propel forward and downhill by dropping the upper body, pushing to the rear and rising forward for the next pole plant (flat/slight downhill)</li> <li>○ herringbone: move rhythmically with skis in an outward V and edged inwards, move uphill, lifting skis and planting poles alternatively behind for balance (uphill)</li> <li>○ downhill run: with a stable relaxed body position, travel downhill, hands forward, poles low behind, and knees relaxed and flexing to absorb varying snow conditions and terrain (moderate slope)</li> <li>○ kick turn: with skis still, facing downhill, poles behind, lift and pivot one ski 180 degrees by its heel, followed by the other ski and poles to face the new direction (flat/moderate slope)</li> <li>○ traverse: with knees flexed, skis edged into the hill and parallel across the fall line and pointing slightly downhill, traverse by weighting the downhill ski and leading with the uphill ski, shoulder across the fall line (slight downhill)</li> <li>○ stride double pole: with forward stride onto a leading ski, followed by a double pole recovery with the gliding of the skis back together, and a forward stride onto the alternate ski (slight downhill)</li> <li>○ basic skate: with easy rhythmical skating steps, keeping knees flexed, move forward by shifting weight from ski to ski, without</li> </ul> </li> </ul> |
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|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | poling or double poling as required to accelerate (flat/slight downhill)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> <li>SROSKT002B Skit our in a patrolled environment to a basic standard</li> <li>SRONAV002B Navigate in difficult or trackless areas</li> <li>SROODR002A Plan outdoor recreation activities</li> <li>SROOPS002B Plan for minimal environmental impact</li> <li>SROSKT005B Apply snow craft skills for day touring</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>SROOPS003B Apply weather information</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>Required knowledge <ul style="list-style-type: none"> <li>Performance characteristics of cross country skiing equipment and factors that affect performance, eg, length, weight and width of skis; grip and glide zones of skis, edges, free-heel, longitudinal rigidity, boots, length of poles and type of basket, bindings</li> <li>Navigation techniques in untracked areas in variable weather conditions</li> <li>Minimum impact code</li> <li>Equipment selection, use and care</li> <li>Clothing selection and layering principle</li> <li>Alpine Responsibility Code</li> <li>Food and fluid requirements whilst ski touring</li> <li>Emergency shelter options</li> </ul> </li> <li>Required skills <ul style="list-style-type: none"> <li>Intermediate level cross country skiing skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Resource implications</b>              | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>ski touring equipment</li> <li>safety equipment for day ski tours</li> <li>a location with untracked and ungroomed snow with slopes angled up to and including 15 degrees</li> <li>day pack</li> <li>first aid kit</li> <li>personal clothing</li> <li>map and compass</li> <li>food and water resources</li> </ul> </li> <li>Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>be competent in this unit but preferably be competent in the unit at the level above (i.e., SROSKT007B)</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                   | (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as demonstrating the required range of skills on the specified terrain, this unit must be assessed over a minimum of two (2) different occasions, such as a number of day tours in order to ensure consistency of performance over the Range Statements, snow conditions and contexts applicable</li> </ul>                                                                                                                                                                                                                                                                                                                                             |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real ski touring activity</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                            |                             |                                     |                |                |
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| 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                          | 2                           | 1                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding weather conditions and proposed route</li> <li>• <b>Communicating ideas and information</b> - Discussing arrangements with other group members</li> <li>• <b>Planning and organising activities</b> - Planning proposed route</li> <li>• <b>Working with teams and others</b> - Touring with other skiers</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating food requirements for trip</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using wax on skis to reduce friction</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                        |
|------------|----------------------------------------|
| SROSKT005B | APPLY SNOWCRAFT SKILLS FOR DAY TOURING |
|            |                                        |
| SKT        | Ski touring                            |

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

This unit covers the knowledge and skills to safely undertake day activities in a snow environment.

| ELEMENT                                                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select and carry equipment for day activities in a snow environment</b> | 1.1 Identify specific <b>hazards</b> associated with activities in a snow environment<br>1.2 Identify <b>minimum emergency and safety equipment</b> to be carried whilst participating in day activities in a snow environment<br>1.3 Demonstrate suitable use of protective clothing, pace of travel and other methods to reduce the possibility of hypothermia<br>1.4 Demonstrate food and water/liquid consumption appropriate to the degree of physical activity and environmental conditions in order to maintain energy levels and adequate hydration |
| <b>2 Determine snow conditions</b>                                           | 2.1 Identify and access sources of information on weather and snowpack<br>2.2 Determine the effect of weather conditions on the snowpack and the planned activity                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>3 Demonstrate personal safety skills in potential avalanche terrain</b>   | 3.1 Identify potential avalanche terrain using knowledge of <b>factors contributing to avalanches</b><br>3.2 Select, where necessary, a line of travel which reduces exposure to avalanche hazard                                                                                                                                                                                                                                                                                                                                                           |
| <b>4 Construct an emergency shelter</b>                                      | 4.1 Determine <b>factors to be considered when locating and building emergency shelters</b><br>4.2 Select and justify <b>snow shelter site</b> and <b>type of emergency snow shelter</b><br>4.3 Select and construct an emergency snow shelter appropriate to the site and conditions<br>4.4 Utilise resources of equipment, people and environment efficiently                                                                                                                                                                                             |

## Range Statements

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

| RANGE STATEMENT                                                         | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>                                                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• wind/waterproof jacket</li> <li>• gloves and hat</li> <li>• goggles/glasses</li> <li>• activity-specific equipment, eg, skis, snowboards</li> <li>• food and liquid</li> <li>• map and compass</li> </ul>                                                                                                                                                          |
| <b>Factors considered when locating and building emergency shelters</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• construction time versus available time</li> <li>• available equipment</li> <li>• weather conditions</li> <li>• physical and mental state of the party</li> <li>• suitability of the snow and location</li> </ul>                                                                                                                                                  |
| <b>Factors contributing to avalanches</b>                               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• slope angle</li> <li>• aspect</li> <li>• elevation</li> <li>• weather</li> <li>• deposition</li> <li>• snowpack structure</li> <li>• local instability</li> <li>• topography</li> </ul>                                                                                                                                                                            |
| <b>Hazards</b>                                                          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• white outs</li> <li>• blizzards</li> <li>• avalanches</li> <li>• cold wet conditions</li> <li>• snow bridges</li> <li>• cornices</li> <li>• ice</li> <li>• steep, slippery or unstable terrain</li> <li>• vegetation</li> <li>• vegetation debris</li> <li>• human structures, eg, culverts, drain pipes, weirs, star pickets</li> <li>• excessive wind</li> </ul> |

|                                               |                                                                                                                                                                                                                           |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Minimum emergency and safety equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• compass and map</li><li>• whistle</li><li>• matches or equivalent</li><li>• space blanket/groundsheet</li></ul>                                           |
| <b>Snow shelter site</b>                      | <p>[all categories]</p> <ul style="list-style-type: none"><li>• determined by<ul style="list-style-type: none"><li>○ snow and weather conditions</li><li>○ group size</li><li>○ site slope and aspect</li></ul></li></ul> |
| <b>Type of emergency snow shelter</b>         | <p>[one category]</p> <ul style="list-style-type: none"><li>• snow mould</li><li>• igloo</li><li>• snow cave</li><li>• trench</li><li>• improvised shelter using snow and ski/snowboard equipment</li></ul>               |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety requirements for day touring in a snow environment</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learner's environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ apply knowledge of weather conditions to determine snow conditions</li> <li>○ apply knowledge of snow conditions to determine potential avalanche areas</li> <li>○ take adequate safety precautions with respect to personal safety and hazards in a snow environment</li> <li>○ construct an emergency shelter to accommodate up to five persons</li> </ul> </li> </ul>        |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROODR002A Plan outdoor recreation activities</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Sources of information on weather and snow conditions</li> <li>○ Factors affecting snow conditions</li> <li>○ Alpine Responsibility Code</li> <li>○ Snow shelter construction techniques</li> <li>○ Signs, symptoms and treatment of hypothermia</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Travelling in a snow environment, eg, cross country ski skills, snow shoe or snowboard skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                          |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ snow environments</li> <li>○ equipment to participate in a day activity</li> <li>○ skiing equipment</li> <li>○ day pack</li> <li>○ personal protective clothing</li> <li>○ first aid kit</li> <li>○ map and compass</li> <li>○ whistle</li> <li>○ food and water resources</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROSKT008B)</li> </ul> </li> </ul> |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul>                                                                                                                                     |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating the required skills in the specified conditions, this unit must be assessed over a minimum of two (2) different occasions, such as a number of day trips, in order to ensure consistency of performance over the Range Statements, conditions and contexts applicable</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real snowsport activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |                            |                             |                                     |                |                |
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| 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              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding weather conditions and proposed route</li> <li>• <b>Communicating ideas and information</b> - Discussing arrangements with other group members</li> <li>• <b>Planning and organising activities</b> - Planning proposed route</li> <li>• <b>Working with teams and others</b> - Working with other group members to construct a snow shelter</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating food requirements for trip</li> <li>• <b>Solving problems</b> - Negotiating an avalanche hazard area</li> <li>• <b>Using technology</b> - Using a shovel to dig a snow shelter</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                  |
|------------|--------------------------------------------------|
| SROSKT006B | DEMONSTRATE ADVANCED CROSS COUNTRY SKIING SKILLS |
|            |                                                  |
| SKT        | Ski touring                                      |

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

This unit applies to travel on skis in a variety of conditions carrying equipment for personal and group safety at a high level of degree of balance and level of confidence. Other related competencies, such as navigation, are defined in other units.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                   | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information |
| <b>2 Select appropriate equipment to participate in activity</b> | 2.1 Select appropriate equipment after consideration of issues that include season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                   |
| <b>3 Demonstrate <i>skiing skills</i></b>                        | 3.1 Demonstrate a <b><i>degree of balance and confidence</i></b><br>3.2 Display efficiency of movement across <b><i>terrain</i></b><br>3.3 Modify <b><i>technique</i></b> to account for changes in <b><i>terrain</i></b><br>3.4 Demonstrate rhythm and smooth transfers between strides, steps and turns                                                                                                                                                                                                                                     |
| <b>4 Ski in a safe manner</b>                                    | 4.1 Identify <b><i>hazards</i></b> and minimise, avoid or eliminate <b><i>risks</i></b><br>4.2 Take <b><i>measures</i></b> to guard personal and group safety<br>4.3 Consider the <b><i>safety of others</i></b> whilst skiing                                                                                                                                                                                                                                                                                                                |

## Range Statements

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

| RANGE STATEMENT         | CATEGORIES                                                                                                                                                                                                                                                              |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hazards</b>          | [all categories] <ul style="list-style-type: none"> <li>• snow bridges</li> <li>• trees</li> <li>• rocks</li> <li>• shrubs</li> <li>• cornices</li> <li>• blizzards</li> <li>• wind</li> <li>• steep, slippery or unstable terrain</li> <li>• white outs</li> </ul>     |
| <b>Measures</b>         | [all categories] <ul style="list-style-type: none"> <li>• safe falling</li> <li>• self arrest</li> <li>• speed</li> <li>• observation of winter weather conditions and terrain</li> <li>• adequate clothing</li> <li>• fluid and food intake</li> </ul>                 |
| <b>Risks</b>            | [all categories] <ul style="list-style-type: none"> <li>• injuries</li> <li>• hypothermia</li> <li>• exhaustion</li> <li>• lost party or party member</li> <li>• dehydration</li> </ul>                                                                                 |
| <b>Safety of others</b> | [all categories] <ul style="list-style-type: none"> <li>• may be affected by               <ul style="list-style-type: none"> <li>○ speed</li> <li>○ distance from other skiers</li> </ul> </li> </ul>                                                                  |
| <b>Skiing skills</b>    | [all categories] <ul style="list-style-type: none"> <li>• two skating</li> <li>• one skating</li> <li>• linked stem turning</li> <li>• linked Telemark turning in soft and hard snow</li> <li>• linked parallel turning</li> <li>• Telemark straight running</li> </ul> |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | <ul style="list-style-type: none"><li>• self arrest</li></ul>                                                                                                                                                                                                                                                                                                                                                     |
| <b>Technique</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• may be affected/improved by<ul style="list-style-type: none"><li>○ edging</li><li>○ degree of glide</li><li>○ pole position</li><li>○ hand and arm position</li><li>○ body position</li><li>○ knee flex</li><li>○ position of skis with respect to each other</li><li>○ weight transfer</li><li>○ synchronisation of movement</li></ul></li></ul> |
| <b>Terrain</b>   | <p>[all categories]</p> <ul style="list-style-type: none"><li>• moderate to steep slopes</li><li>• full range of snow conditions</li></ul>                                                                                                                                                                                                                                                                        |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of advanced cross country skiing technique and safety practices to enable cross country skiing on groomed trails with moderate to steep slopes with all types of snow conditions</li> <li>Assessment must confirm the ability to apply knowledge and understanding of skiing techniques to demonstrate them to a high level of expertise</li> <li>The following skiing skills should be demonstrated with a high level of expertise according to the following criteria               <ul style="list-style-type: none"> <li>two skating: combines double poling action with two single-leg skating action, i.e., poles, skate ski 1, skate ski 2, poles, skate ski 1, ..., etc. In between poling actions the skis should be returned to a flat position to facilitate gliding</li> <li>one skating: combining one single-leg skating action with a double poling action. Poling action is short and quick, as is the skating action. Starting off with a single skate and double poling off that gliding ski across onto the other, then standing on new gliding skate ski before poling back to the other side again</li> <li>linked stem turning: smooth, rounded turns with skier finishing in a low position, rising up with the next poling action to stem immediately into the next turn, without necessarily having to traverse. Use of poling action to trigger turn and rising up of the body to stem the ski to start the turn. Short and long radius turns at different speeds must be demonstrated</li> <li>linked telemark turning: with skis a stable distance apart, upper body turned in the opposite direction to the direction of the skis. Skis forward and aft under body, hands forward and low. Turn initiated by rocking forward onto outside turning ski and then moving body weight down onto both skis to complete the turn then rising up slightly to stem into the new turn</li> <li>linked parallel turning: one phase turn where both skis are turned together. Releasing the ski edges from one turn to the next achieved by rising up (extending ankle, knee and hip) and rolling knees downhill while keeping skis hip-width apart for stability. Upweighting the outside turning ski well before the fall line allows both skis to turn simultaneously (gradual to moderate slope, well packed and smooth)</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSKT003B Demonstrate intermediate cross country skiing skills</li> <li>SROODR003A Plan outdoor recreation activities (advanced)</li> <li>SRONAV002B Navigate in difficult or trackless areas</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS003B Apply weather information</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Required knowledge</b>                            | <ul style="list-style-type: none"> <li>Required knowledge</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <b>and skills</b>                 | <ul style="list-style-type: none"> <li>○ Food, fluid and nutritional requirements</li> <li>○ Equipment selection and care and waxing techniques</li> <li>○ Clothing selection and layering principle</li> <li>○ Alpine Responsibility Code</li> <li>○ Navigation in poor weather conditions</li> <li>○ Weather interpretation</li> <li>○ Minimum impact code</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ First aid skills appropriate to the location and level of responsibility</li> <li>○ Advanced cross country skiing skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable cross country skiing equipment</li> <li>○ a suitable outdoor location with groomed trails for the conduct of advanced cross country skiing</li> <li>○ day pack</li> <li>○ first aid kit</li> <li>○ personal protective clothing</li> <li>○ food and water resources</li> <li>○ map and compass</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating all the required skills and techniques on the specified terrain, 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity whilst participating in an actual/real ski touring activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -                               | 3                          | -                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding weather conditions and proposed route</li> <li>• <b>Communicating ideas and information</b> - Not applicable</li> <li>• <b>Planning and organising activities</b> - Planning proposed route</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating distances and food requirements for trip</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using wax on ski bases to reduce friction</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                                                           |
|------------|---------------------------------------------------------------------------|
| SROSKT007B | OVERNIGHT SKI TOUR IN DIFFICULT TERRAIN USING ADVANCED SKI TOURING SKILLS |
|            |                                                                           |
| SKT        | Ski touring                                                               |

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

**This unit covers the knowledge and skills to undertake overnight ski tours in non patrolled areas which are untracked and ungroomed on slopes angled up to and including 25 degrees.**

| ELEMENT                                                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the activity</b>                                            | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures, where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                                                              |
| <b>2 Select appropriate equipment to participate in activity</b>          | 2.1 Select appropriate equipment after consideration of issues that include <b>design features of equipment</b> , season, weather and length of activity<br>2.2 Check to ensure that equipment is in good working condition<br>2.3 Fit and adjust equipment correctly and ensure suitability to activity and compliance with manufacturers' specification for use                                                                                                                                                                                                                                                                                                                          |
| <b>3 Adhere to safe backcountry ski touring practices</b>                 | 3.1 Select and check <b>nordic equipment</b> suitable for the terrain, conditions and <b>skier needs</b><br>3.2 Match <b>maintenance of nordic equipment</b> to performance requirements<br>3.3 Take into account potential <b>hazards</b> , efficiency and ease of route and terrain, snow and weather conditions in route selection<br>3.4 Carry clothing and <b>supplies</b> for a backcountry trip to meet safety requirements for minimising <b>hazards</b> and/or dealing with emergencies<br>3.5 Monitor the weather and incorporate information into skiing and route decisions                                                                                                    |
| <b>4 Perform skiing techniques whilst ski touring on advanced terrain</b> | 4.1 Select and execute <b>skiing techniques</b> taking into account terrain, weather and <b>snow conditions</b><br>4.2 Link together Telemark or parallel turns through the fall-line under a <b>range of snow conditions</b> , with speed and <b>turn-shape</b> for conditions and terrain<br>4.3 Link together <b>advanced turns</b> through the fall-line under <b>good snow conditions</b><br>4.4 Chose the angle of climb and selection of slope and complete the climb taking into account the terrain, weather and <b>snow conditions</b><br>4.5 Select the <b>method of climbing and turning</b> points of climb for the terrain and <b>snow conditions</b> , and assist the climb |

## Range Statements

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

| RANGE STATEMENT                        | CATEGORIES                                                                                                                                                                                                                                                                            |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advanced turns</b>                  | [one category] <ul style="list-style-type: none"> <li>• short-radius telemark turns</li> <li>• parallel turns</li> </ul>                                                                                                                                                              |
| <b>Design features of equipment</b>    | [all categories] <ul style="list-style-type: none"> <li>• length, weight and width of ski</li> <li>• gliding surfaces</li> <li>• flex and shape of ski</li> <li>• appropriate binding</li> <li>• edges</li> <li>• free-heel</li> <li>• torsional rigidity</li> <li>• poles</li> </ul> |
| <b>Good snow conditions</b>            | <ul style="list-style-type: none"> <li>• solid base with softening surface</li> </ul>                                                                                                                                                                                                 |
| <b>Hazards</b>                         | [all categories] <ul style="list-style-type: none"> <li>• other skiers</li> <li>• vegetation</li> <li>• bluffs and rocks</li> <li>• avalanches</li> <li>• water courses</li> <li>• ice</li> <li>• human structures</li> </ul>                                                         |
| <b>Maintenance of nordic equipment</b> | [all categories] <ul style="list-style-type: none"> <li>• surfaces waxed and/or cleaned</li> <li>• ski base flat</li> <li>• edges tuned</li> <li>• bindings and boots in good working order and adjusted appropriately</li> </ul>                                                     |
| <b>Method of climbing and turning</b>  | [all categories] <ul style="list-style-type: none"> <li>• kick-turns</li> <li>• wedge turns</li> <li>• parallel turn</li> <li>• jump turns</li> <li>• traverse</li> <li>• side-step</li> </ul>                                                                                        |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• herringbone</li> <li>• diagonal stride</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <b>Nordic equipment</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• free-heel</li> <li>• grip zone</li> <li>• edges</li> <li>• poles</li> <li>• pattern types</li> </ul>                                                                                                                                                                                                                                   |
| <b>Range of snow conditions</b> | <p>[four categories]</p> <ul style="list-style-type: none"> <li>• powder</li> <li>• corn</li> <li>• crust</li> <li>• soft, wet snow</li> <li>• icy snow</li> </ul>                                                                                                                                                                                                                                      |
| <b>Skier needs</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• determined by             <ul style="list-style-type: none"> <li>○ physical needs</li> <li>○ psychological needs</li> <li>○ efficiency of energy</li> <li>○ avoiding a fall</li> <li>○ maintaining a pace</li> <li>○ locational goal</li> </ul> </li> </ul>                                                                            |
| <b>Skiing techniques</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• side-slip</li> <li>• kick turns and traverse</li> <li>• stopping</li> <li>• snow plough</li> <li>• stem-turns and step turns</li> <li>• telemark turns</li> </ul>                                                                                                                                                                      |
| <b>Snow conditions</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• determined by             <ul style="list-style-type: none"> <li>○ surface snow</li> <li>○ snow stability</li> <li>○ steepness of slope</li> <li>○ run-out</li> <li>○ terrain features</li> <li>○ visibility</li> <li>○ wind</li> <li>○ sun</li> <li>○ human alteration</li> <li>○ aspect</li> <li>○ vegetation</li> </ul> </li> </ul> |

|                   |                                                                                                                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Supplies</b>   | <p>[all categories]</p> <ul style="list-style-type: none"><li>• warm, waterproof clothing</li><li>• snow shovel</li><li>• food and water</li><li>• first aid kit</li><li>• map and compass</li></ul> |
| <b>Turn-shape</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• long radius</li><li>• medium radius</li></ul>                                                                                        |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of advanced level skiing techniques</li> <li>• Assessment must confirm the ability to apply knowledge of safety practices to plan for personal food, liquid and clothing requirements for day and overnight ski tours</li> <li>• In particular, assessment must confirm the ability to ski tour in unpatrolled locations with untracked and ungroomed snow in areas with slopes angled up to and including 25 degrees             <ul style="list-style-type: none"> <li>○ with a pack loaded with overnight provisions and equipment; or</li> <li>○ with a sled loaded with overnight provisions and equipment</li> </ul> </li> <li>• The following skiing skills should be demonstrated with a high level of expertise according to the following criteria, whilst carrying an overnight backpack or towing an equivalent sled             <ul style="list-style-type: none"> <li>○ kick and tacking turns: poles planted comfortably behind for stability and balance, change direction by moving tips and tails; kick turn by lifting and pivoting first one ski then the other 180 degrees; tacking turn by combining uphill diagonal stride traverse with a lesser kick turn (moderate slope)</li> <li>○ diagonal stride: with noticeable weight shift from ski to ski, relaxed and synchronized diagonal arm and leg movement, forward body position, glide on the forward ski and shortened stride and pole movement to easily move uphill (flat/uphill)</li> <li>○ snow plough (glide, brake and turn): with skis V wedged, hands low and forward, poles trailing, knees flexed, body quiet and upright - glide to check speed; brake to stop; and turn continuously by weighting alternate outside skis, retain balance and control (moderate slope)</li> <li>○ step turns: with ski heels close together, knees flexed, hands leading, poles trailing, take small steps to the left and right to change direction, returning skis to parallel to complete each step (flat/slight downhill)</li> <li>○ downhill run: with a stable relaxed body position, travel safely downhill, hands forward, poles low behind, and knees relaxed and flexing to absorb varying snow conditions and terrain (moderate slope)</li> <li>○ side slipping: with skis across the fall line and knees flexed, flatten skis onto snow and glide gently downhill or diagonally down the fall line, with edging for occasional control (moderate slope)</li> <li>○ traverse: with knees flexed, skis edged into the hill and parallel across the fall line and pointing slightly downhill, traverse by weighting the downhill ski and leading with the uphill ski, shoulder across the fall line (slight downhill)</li> <li>○ basic stemming: snow plough turn to initiate from the traverse position, move across the fall line bringing the skis together by lifting the inside ski and moving it alongside the turning ski - after crossing the fall line, weight the other ski and plough then stem the other way (moderate slope)</li> <li>○ self arrest: after a fall or slide come to a controlled stop, by shifting the head uphill, pressing the body weight hard against pole tips, pole grips or arms, and keeping skis off the snow to prevent edges and tips/tails catching (moderate/steep slope)</li> </ul> </li> </ul> |
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|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROSKT004B Day ski tour away from a patrolled area</li> <li>○ SROSKT008B Apply snow craft skills for overnight touring</li> <li>○ SROODR003A Plan outdoor recreation activities (advanced)</li> <li>○ SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SROOPS006B Use and maintain a temporary or overnight site</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SROOPS004B Interpret weather conditions in the field</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Performance characteristics of skiing equipment and factors that affect performance, eg, length, weight and width of skis; grip and glide zones of skis, edges, free-heel, torsional rigidity, flex, shape, boots, poles</li> <li>○ Navigation techniques in remote areas in variable weather conditions, including white-outs</li> <li>○ Minimum impact camping code</li> <li>○ Equipment selection, use and care</li> <li>○ Clothing selection and layering principle</li> <li>○ Alpine Responsibility Code</li> <li>○ Food and fluid requirements whilst ski touring</li> <li>○ Emergency shelter options</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Advanced level skiing skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Resource implications</b>              | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ ski touring equipment</li> <li>○ safety equipment for overnight ski tours</li> <li>○ a location with untracked and ungroomed snow with slopes angled up to and including 25 degrees</li> <li>○ day pack</li> <li>○ sleeping bag</li> <li>○ food and water resources</li> <li>○ cooking system</li> <li>○ first aid kit</li> <li>○ map and compass</li> <li>○ whistle</li> <li>○ overnight shelter</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"><li>• Due to issues such as demonstrating all the required skills and techniques on the specified terrain and range of conditions, this unit 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</li></ul>                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"><li>• This unit of competency must be assessed in the context of an outdoor recreation activity whilst participating in an actual/real ski touring activity</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY 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              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding weather conditions and proposed route</li> <li>• <b>Communicating ideas and information</b> - Discussing arrangements with other group members</li> <li>• <b>Planning and organising activities</b> - Planning proposed route</li> <li>• <b>Working with teams and others</b> - Touring with other skiers</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating food requirements for trip</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using wax on skis to reduce friction</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                              |
|------------|----------------------------------------------|
| SROSKT008B | APPLY SNOWCRAFT SKILLS FOR OVERNIGHT TOURING |
|            |                                              |
| SKT        | Ski touring                                  |

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

This unit covers the knowledge and skills to safely undertake overnight activities in a snow environment.

| ELEMENT                                                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select and carry equipment for overnight activities in a snow environment</b> | 1.1 Identify specific <b>hazards</b> associated with activities in a snow environment<br>1.2 Identify <b>minimum emergency and safety equipment</b> to be carried whilst participating in overnight activities in a snow environment<br>1.3 Demonstrate suitable use of protective clothing, pace of travel and other methods to reduce the possibility of hypothermia<br>1.4 Demonstrate food and water/liquid consumption appropriate to the degree of physical activity and environmental conditions in order to maintain energy levels and adequate hydration |
| <b>2 Determine snow conditions</b>                                                 | 2.1 Identify and access sources of information on weather and snow pack<br>2.2 Determine the effect of weather conditions on the snow pack and the planned activity                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>3 Demonstrate personal safety skills in potential avalanche terrain</b>         | 3.1 Identify potential avalanche terrain using knowledge of <b>factors contributing to avalanches</b><br>3.2 Select, where necessary, a line of travel which reduces exposure to avalanche hazard                                                                                                                                                                                                                                                                                                                                                                 |
| <b>4 Construct an emergency shelter</b>                                            | 4.1 Determine <b>factors to be considered when locating and building emergency shelters</b><br>4.2 Select and justify a <b>snow shelter site</b> and a the <b>type of emergency snow shelter</b><br>4.3 Select and construct an emergency <b>snow shelter</b> appropriate to the site and conditions<br>4.4 Utilise resources of equipment, people and environment efficiently                                                                                                                                                                                    |

## Range Statements

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

| RANGE STATEMENT                                                              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>                                                             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• wind/waterproof jacket</li> <li>• gloves and hat</li> <li>• goggles/glasses</li> <li>• activity-specific equipment, eg, skis, snowboards</li> <li>• food and liquid</li> <li>• map and compass</li> </ul>                                                                                                                                                          |
| <b>Factors to be considered when locating and building emergency shelter</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• construction time versus available time</li> <li>• available equipment</li> <li>• weather conditions</li> <li>• physical and mental state of the party</li> <li>• suitability of the snow and location</li> </ul>                                                                                                                                                  |
| <b>Factors contributing to avalanches</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• slope angle</li> <li>• aspect</li> <li>• elevation</li> <li>• weather</li> <li>• deposition</li> <li>• snow pack structure</li> <li>• local instability</li> <li>• topography</li> </ul>                                                                                                                                                                           |
| <b>Hazards</b>                                                               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• white outs</li> <li>• blizzards</li> <li>• avalanches</li> <li>• cold wet conditions</li> <li>• snow bridges</li> <li>• cornices</li> <li>• ice</li> <li>• steep, slippery or unstable terrain</li> <li>• vegetation</li> <li>• vegetation debris</li> <li>• human structures, eg, culverts, drain pipes, weirs, star pickets</li> <li>• excessive wind</li> </ul> |

|                                               |                                                                                                                                                                                                                           |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Minimum emergency and safety equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• compass and map</li><li>• whistle</li><li>• matches or equivalent</li><li>• space blanket/groundsheet</li></ul>                                           |
| <b>Snow shelter site</b>                      | <p>[all categories]</p> <ul style="list-style-type: none"><li>• determined by<ul style="list-style-type: none"><li>○ snow and weather conditions</li><li>○ group size</li><li>○ site slope and aspect</li></ul></li></ul> |
| <b>Type of emergency snow shelter</b>         | <p>[one category]</p> <ul style="list-style-type: none"><li>• snow mould</li><li>• igloo</li><li>• snow cave</li><li>• trench</li><li>• improvised shelter using snow and ski/snowboard equipment</li></ul>               |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety requirements for overnight touring in a snow environment</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learner's environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ apply knowledge of weather conditions to determine snow conditions</li> <li>○ apply knowledge of snow conditions to determine potential avalanche areas</li> <li>○ take adequate safety precautions with respect to personal safety and hazards in a snow environment</li> <li>○ construct an emergency shelter to accommodate up to five persons</li> </ul> </li> </ul>        |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKT005B Apply snow craft skills for day touring</li> <li>○ SROOPS006B Use and maintain a temporary or overnight site</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS004B Interpret weather conditions in the field</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SRONAV002B Navigate in difficult or trackless areas</li> <li>○ SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Sources of information on weather and snow conditions</li> <li>○ Factors affecting snow conditions</li> <li>○ Alpine Responsibility Code</li> <li>○ Snow shelter construction techniques</li> <li>○ Signs, symptoms and treatment of hypothermia</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Travelling in a snow environment, eg, cross country ski skills, snow shoe or snowboard skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ snow environments</li> <li>○ equipment to participate in an overnight activity</li> <li>○ skiing equipment</li> <li>○ overnight pack</li> <li>○ sleeping bag</li> <li>○ tent</li> <li>○ snow shovel</li> <li>○ personal protective clothing</li> <li>○ first aid kit</li> <li>○ map and compass</li> <li>○ whistle</li> <li>○ emergency position indicating radio beacon (EPIRB)/avalanche beacon</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                        |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ rescue equipment</li> <li>○ cooking system</li> <li>○ food and water resources</li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating the required skills in the specified conditions, this unit must be assessed over a minimum of two (2) different occasions, such as a number of overnight trips, in order to ensure consistency of performance over the Range Statements, conditions and contexts applicable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst participating in an actual/real snowsport activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                               |

| KEY 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              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding weather conditions and proposed route</li> <li>• <b>Communicating ideas and information</b> - Discussing arrangements with other group members</li> <li>• <b>Planning and organising activities</b> - Planning proposed route</li> <li>• <b>Working with teams and others</b> - Working with other group members to construct a snow shelter</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating food requirements for trip</li> <li>• <b>Solving problems</b> - Negotiating an avalanche hazard area</li> <li>• <b>Using technology</b> - Using a shovel to dig a snow shelter</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                     |
|------------|---------------------|
| SROSKT009A | GUIDE DAY SKI TOURS |
|            |                     |
| SKT        | Ski touring         |

**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 ski tours.**

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select appropriate equipment for the group</b> | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition<br>1.2 Fit and adjust <b>equipment</b> correctly and ensure suitability to the participant and conditions<br>1.3 Pack <b>equipment</b> that is not required on hand in a suitable manner<br>1.4 Check <b>safety and rescue equipment</b> to ensure suitability to group and planned trip                                                                                                                                                                                                                                                                                                                           |
| <b>2 Plan a day ski tour for clients</b>            | 2.1 Assess skill level, experience and physical capabilities of each member of the group<br>2.2 Establish attainable group objectives<br>2.3 Select suitable location for trip to suit abilities and objectives of the group<br>2.4 Obtain and interpret weather information for local conditions of the trip<br>2.5 Obtain permits or permission for access where necessary<br>2.6 Ensure correct leader/client ratios are met<br>2.7 Prepare a checklist for personal equipment as trip leader<br>2.8 Determine food and drink requirements for group taking into account contextual issues<br>2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan                                                         |
| <b>3 Brief clients</b>                              | 3.1 Communicate logistical details to clients<br>3.2 Brief group of standard safety procedures<br>3.3 Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring<br>3.4 Outline procedure following an incident to a group member<br>3.5 Establish verbal and non-verbal <b>communication</b> system for use during trip and ensure that all clients understand system(s)                                                                                                                                                                                                                                                                                                                          |
| <b>4 Maintain physical welfare of group</b>         | 4.1 Apply knowledge of hypothermia and dehydration to trip planning in terms of food, clothing, skiing times and distances<br>4.2 Assess capabilities of group members on the day before commencing<br>4.3 Ensure all clients are properly equipped for the trip and conditions including protection from weather conditions eg sunscreen<br>4.4 Monitor individual client's performance and needs<br>4.5 Evaluate skiing pace and conditions<br>4.6 Monitor weather conditions<br>4.7 Evaluate implications of weather signs on trip plans<br>4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored<br>4.9 Control the group to maintain a safe enjoyable atmosphere<br>4.10 Apply risk management plan |
| <b>5 Establish effective communication</b>          | 5.1 Communicate clearly objectives and nature of the trip to the group<br>5.2 Provide clear and concise direction and advice to group during the trip<br>5.3 Ensure that good <b>communication</b> exists between all group members by                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | <p>encouraging interaction</p> <p>5.4 Encourage feedback and questioning from group members</p> <p>5.5 Devolve decision making where appropriate</p> <p>5.6 Recognise and resolve conflict situations</p> <p>5.7 Provide positive encouragement and empathy</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>6 Lead a group of skiers safely</b>             | <p>6.1 Monitor appropriate spacing between clients appropriate to conditions</p> <p>6.2 Identify a variety of potential <b>hazards</b></p> <p>6.3 Decide how each <b>hazard</b> can be safely negotiated</p> <p>6.4 Recognise situations where a <b>hazard</b> needs to be scouted</p> <p>6.5 Identify the best lines through <b>hazards</b> taking into consideration the ability of the group and safety issues</p> <p>6.6 Provide guidance of how to negotiate a <b>hazard</b> clearly and concisely to the group</p> <p>6.7 Demonstrate clearly to the group how to negotiate the <b>hazard</b></p> <p>6.8 Manage the movement of the group to maintain the safest situation when negotiating the <b>hazard</b></p> <p>6.9 Respond accordingly to any emergency or non-routine situation</p> |
| <b>7 Conduct activity in a professional manner</b> | <p>7.1 Avoid contentious issues in general conversation</p> <p>7.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words</p> <p>7.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>8 Complete post-trip responsibilities</b>       | <p>8.1 Notify relevant authority of trip completion</p> <p>8.2 Retrieve, inspect, repair and store (or retire) <b>equipment</b> according to procedures</p> <p>8.3 Evaluate, including client feedback, all aspects of trip organisation and conduct</p> <p>8.4 Suggest modifications if needed</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as 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] <ul style="list-style-type: none"> <li>• verbal</li> <li>• whistles</li> <li>• hand signals</li> </ul>                                                                                                                                                                                                                                                                          |
| Contextual issues | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• weather</li> <li>• experience of clients</li> <li>• age of clients</li> <li>• physical health of clients</li> <li>• number of staff</li> <li>• transport</li> <li>• personal experience</li> <li>• length of trip</li> <li>• personal requirements</li> <li>• safety requirements</li> <li>• terrain</li> </ul> |
| Equipment         | [all categories] <ul style="list-style-type: none"> <li>• skis</li> <li>• bindings</li> <li>• boots</li> <li>• goggles/sun glasses</li> <li>• sun screen</li> <li>• backpack</li> <li>• emergency position indicating radio beacon (EPIRB)</li> <li>• appropriate clothing</li> <li>• rescue equipment</li> </ul>                                                                                |
| Hazard            | [all categories relevant to location] <ul style="list-style-type: none"> <li>• rocks</li> <li>• other snow users</li> <li>• trees</li> <li>• steep terrain</li> <li>• manmade objects</li> <li>• environmental conditions</li> <li>• avalanche</li> </ul>                                                                                                                                        |

|                                    |                                                                                                                                                                                                                                   |
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| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• repair equipment</li><li>• first aid kit</li><li>• radio</li><li>• knife</li><li>• whistle</li><li>• emergency position indicating radio beacon (EPIRB)</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of guiding a day snowboarding trip with clients on a location not exceeding personal snowboarding abilities on trips that may require overnight arrangements in the workplace</li> <li>• 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 day ski tours for clients at a snowsport area</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>○ conduct day ski tour programs at a number of different locations to suit                   <ul style="list-style-type: none"> <li>▪ different client needs</li> <li>▪ different activity aims</li> <li>▪ different types of client groups</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSKT005B Apply snow craft skills for day touring</li> <li>○ SROSKT004B Day ski tour away from a patrolled area</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> <li>○ SROODR005A Guide outdoor recreation sessions</li> <li>○ SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS004B Interpret weather conditions in the field</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Equipment usage in rescue situations</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Selection and use of equipment for trips</li> <li>○ Location knowledge</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Personal ski touring skills to a high level of technical correctness</li> <li>○ Use of rescue equipment</li> <li>○ Packing equipment</li> <li>○ Navigation skills</li> <li>○ Group control</li> <li>○ First aid skills appropriate to location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ a snowsport area</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                   | <ul style="list-style-type: none"> <li>○ personal clothing</li> <li>○ organisation policy and procedures</li> <li>○ skis and associated equipment</li> <li>○ food and water</li> <li>○ rescue equipment</li> <li>○ safety equipment</li> <li>○ navigation equipment</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSKT010A</li> <li>○ be competent in the units SRXFAD001A SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 day ski tour with clients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 day ski tours with real clients</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting trip information for the proposed activity</li> <li>• <b>Communicating ideas and information</b> - Briefing clients on procedures during activity</li> <li>• <b>Planning and organising activities</b> - Planning details of entry and exit point along with emergency contingencies</li> <li>• <b>Working with teams and others</b> - Working with client groups and other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating amount of equipment required</li> <li>• <b>Solving problems</b> - Dealing with any injuries that may occur during the activity</li> <li>• <b>Using technology</b> - Using a radio to communicate with rescuers</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                           |
|------------|---------------------------|
| SROSKT010A | GUIDE OVERNIGHT SKI TOURS |
|            |                           |
| SKT        | Ski touring               |

**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 ski tours.

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select appropriate equipment for the group</b> | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition<br>1.2 Fit and adjust <b>equipment</b> correctly and ensure suitability to the participant and conditions<br>1.3 Pack <b>equipment</b> that is not required on hand in a suitable manner<br>1.5 Check <b>safety and rescue equipment</b> to ensure suitability to group and planned trip                                                                                                                                                                                                                                                                                                                           |
| <b>2 Plan a ski tours for clients</b>               | 2.1 Assess skill level, experience and physical capabilities of each member of the group<br>2.2 Establish attainable group objectives<br>2.3 Select suitable location for trip to suit abilities and objectives of the group<br>2.4 Obtain and interpret weather information for local conditions of the trip<br>2.5 Obtain permits or permission for access where necessary<br>2.6 Ensure correct leader/client ratios are met<br>2.7 Prepare a checklist for personal equipment as trip leader<br>2.8 Determine food and drink requirements for group taking into account contextual issues<br>2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan                                                         |
| <b>3 Brief clients</b>                              | 3.1 Communicate logistical details to clients<br>3.2 Brief group of standard safety procedures<br>3.3 Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring<br>3.4 Outline procedure following an incident to a group member<br>3.5 Establish verbal and non-verbal <b>communication</b> system for use during trip and ensure that all clients understand system(s)                                                                                                                                                                                                                                                                                                                          |
| <b>4 Maintain physical welfare of group</b>         | 4.1 Apply knowledge of hypothermia and dehydration to trip planning in terms of food, clothing, skiing times and distances<br>4.2 Assess capabilities of group members on the day before commencing<br>4.3 Ensure all clients are properly equipped for the trip and conditions including protection from weather conditions eg sunscreen<br>4.4 Monitor individual client's performance and needs<br>4.5 Evaluate skiing pace and conditions<br>4.6 Monitor weather conditions<br>4.7 Evaluate implications of weather signs on trip plans<br>4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored<br>4.9 Control the group to maintain a safe enjoyable atmosphere<br>4.10 Apply risk management plan |
| <b>5 Establish effective communication</b>          | 5.1 Communicate clearly objectives and nature of the trip to the group<br>5.2 Provide clear and concise direction and advice to group during the trip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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

## Range Statements

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

| RANGE STATEMENT          | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• verbal</li> <li>• whistles</li> <li>• hand signals</li> </ul>                                                                                                                                                                                                                                                                          |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• weather</li> <li>• experience of clients</li> <li>• age of clients</li> <li>• physical health of clients</li> <li>• number of staff</li> <li>• transport</li> <li>• personal experience</li> <li>• length of trip</li> <li>• personal requirements</li> <li>• safety requirements</li> <li>• terrain</li> </ul> |
| <b>Equipment</b>         | [all categories] <ul style="list-style-type: none"> <li>• skis</li> <li>• bindings</li> <li>• poles</li> <li>• backpack</li> <li>• boots</li> <li>• goggles/sun glasses</li> <li>• sun screen</li> <li>• emergency position indicating radio beacon (EPIRB)</li> <li>• appropriate clothing</li> <li>• rescue equipment</li> <li>• overnight equipment</li> <li>• cooking system</li> </ul>      |
| <b>Hazard</b>            | [all categories relevant to location] <ul style="list-style-type: none"> <li>• rocks</li> <li>• other snow users</li> <li>• trees</li> <li>• steep terrain</li> <li>• manmade objects</li> <li>• environmental conditions</li> </ul>                                                                                                                                                             |



|                                    |                                                                                                                                                                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <ul style="list-style-type: none"><li>• avalanche</li></ul>                                                                                                                                                                       |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• repair equipment</li><li>• first aid kit</li><li>• radio</li><li>• knife</li><li>• whistle</li><li>• emergency position indicating radio beacon (EPIRB)</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of guiding a day or overnight snowboarding trip with clients on a location not exceeding personal ski touring abilities on trips that may require overnight arrangements in the workplace</li> <li>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 overnight ski tours for clients</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>conduct overnight ski touring programs at a number of different locations to suit                   <ul style="list-style-type: none"> <li>different client needs</li> <li>different activity aims</li> <li>different types of client groups</li> <li>different activity duration</li> <li>different environmental conditions</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSKT009A Guide day ski tours</li> <li>SROSKT007B Overnight ski tour in difficult terrain using advanced ski touring skills</li> <li>SROSKT008B Apply snow craft skills for overnight touring</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS006B Use and maintain a temporary or overnight site</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Rescue knowledge</li> <li>Equipment usage in rescue situations</li> <li>First aid knowledge appropriate to location</li> <li>Selection and use of equipment for trips</li> <li>Location knowledge</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Personal snowboarding skills to a high level of technical correctness</li> <li>Use of rescue equipment</li> <li>Packing equipment</li> <li>Navigation skills</li> <li>Group control</li> <li>First aid skills appropriate to location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>real work group situations</li> <li>a snowsport area</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                   | <ul style="list-style-type: none"> <li>○ overnight equipment</li> <li>○ personal clothing</li> <li>○ cooking system and utensils</li> <li>○ organisation policy and procedures</li> <li>○ snowboarding equipment</li> <li>○ food and water</li> <li>○ rescue equipment</li> <li>○ safety equipment</li> <li>○ navigation equipment</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding an overnight ski tour with clients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding overnight ski tours with real clients</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                               |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting trip information for the proposed activity</li> <li>• <b>Communicating ideas and information</b> - Briefing clients on procedures during activity</li> <li>• <b>Planning and organising activities</b> - Planning details of entry and exit point along with emergency contingencies</li> <li>• <b>Working with teams and others</b> - Working with client groups and other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating amount of equipment required</li> <li>• <b>Solving problems</b> - Dealing with any injuries that may occur during the activity</li> <li>• <b>Using technology</b> - Using a radio in emergency situations</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                               |
|------------|-------------------------------|
| SROSKT011A | INSTRUCT CROSS COUNTRY SKIING |
|            |                               |
| SKT        | Ski 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 cross country skiing activity. This unit can be applied to the instruction of cross country skiing at a basic level or at an intermediate to advanced level.

| ELEMENT                                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1 Plan an instructional session for teaching cross country skiing skills</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach cross country skiing skills</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional cross country skiing session</b>                    | 3.1 Communicate the aims of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Conduct an instructional cross country skiing session</b>                      | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities<br>4.2 Monitor individual client's performance in instructional activities<br>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment<br>4.4 Ensure instructional activity allows for repetition of skills<br>4.5 Evaluate instructional activities for effectiveness and implement modifications when required                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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

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

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                 |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• skis</li> <li>• poles</li> <li>• boots</li> <li>• safety equipment (including First Aid kits)</li> <li>• cross country skiing specific equipment</li> <li>• rescue equipment</li> <li>• personal protective clothing</li> </ul>                           |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ trees</li> <li>○ avalanche</li> <li>○ environmental conditions</li> <li>○ other snowsport participants</li> <li>○ snow vehicles</li> <li>○ manmade objects</li> </ul> </li> </ul>                    |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                      |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable snowsport area with cross country skiing facilities for teaching of unit(s)</li> </ul> </li> </ul> |
| <b>Sequence</b>              | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> </ul> </li> </ul>                                                                                                                                |



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|  | <ul style="list-style-type: none"><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a cross country skiing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 of Range Statements that are applicable to instructing cross country skiing skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate cross country skiing techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for cross country skiing</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                 <ul style="list-style-type: none"> <li>▪ SROSKT006B Demonstrate advanced cross country skiing skills</li> <li>▪ SROOPS004B Interpret weather conditions in the field</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of cross country skiing, eg, occupational health and safety (OH&amp;S), land and water management authorities, local government</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                   | <ul style="list-style-type: none"> <li>○ Safety procedures during the conduct or instruction of cross country skiing skills</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing cross country skiing</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Cross country skiing skills to demonstrate and correct technique</li> <li>○ Terrain reading skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable locations for the conduct of cross country skiing instructional sessions</li> <li>○ cross country skiing equipment, eg, skis, poles, boots/shoes</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ rescue equipment, eg, first aid kit</li> <li>○ instructional tools, eg, video, television, whiteboard, handouts</li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 cross country skiing skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a cross country skiing activity with a range of clients (not peers)</li> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|  |                           |
|--|---------------------------|
|  | other appropriate persons |
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| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills (eg, clock face)</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **SNORKELLING**

## Contents

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|             |                                       |
|-------------|---------------------------------------|
| SROS NK001A | PARTICIPATE IN SNORKELLING ACTIVITIES |
|             |                                       |
| SNK         | Snorkelling                           |

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

This unit covers the knowledge and skills to enable participation in snorkelling activities in confined and/or open water and the use and maintenance of snorkel dive equipment.

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Use and maintain snorkel dive equipment</b> | 1.1 Select <b>snorkel dive equipment</b> to match build and experience<br>1.2 Use <b>snorkel dive equipment</b> to <b>industry criteria</b><br>1.3 Explain and demonstrate maintenance requirements to manufacturer's recommendations                                                                                                                                                                                                                                                                                                                                               |
| <b>2 Execute snorkel dives</b>                   | 2.1 Explain the <b>effects of pressure, temperature and volume</b> in relation to snorkel diving<br>2.2 Ensure selected <b>snorkel dive site</b> meets safety criteria of industry<br>2.3 Identify <b>entries to and exits from</b> the water so that they meet <b>industry criteria</b><br>2.4 Maintain <b>buddy system</b> at all times<br>2.5 Demonstrate how surface dives meet industry technical and safety criteria<br>2.6 Demonstrate equalising to clear ears<br>2.7 Demonstrate surface and underwater swimming on snorkel to meet industry technical and safety criteria |
| <b>3 Perform snorkel dive rescues</b>            | 3.1 Explain and demonstrate <b>first aid situation</b> for potential snorkel dive incidents to industry technical and safety criteria<br>3.2 Support buddy and tow 10 metres in a simulated rescue exercise<br>3.3 Demonstrate cramp release techniques on self and buddy to relieve cramp<br>3.4 Demonstrate self rescue techniques to achieve buoyancy                                                                                                                                                                                                                            |



## Range Statements

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

| RANGE STATEMENT                                    | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Buddy system</b>                                | <ul style="list-style-type: none"> <li>diving in pairs, maintaining visual or physical contact with each other at all times</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Effects of pressure, temperature and volume</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>barotrauma</li> <li>hypothermia</li> <li>hyperthermia</li> <li>hyperventilation</li> <li>shallow water blackout</li> <li>buoyancy</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| <b>Entries to and exists from</b>                  | <p>[one category]</p> <ul style="list-style-type: none"> <li>open water</li> <li>confined water</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>First aid situations</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>near drowning</li> <li>hypothermia</li> <li>hyperthermia</li> <li>barotrauma</li> <li>minor aquatic injuries</li> <li>stings from marine creatures</li> <li>cramps</li> <li>exhaustion</li> </ul>                                                                                                                                                                                                                                                                                         |
| <b>Industry criteria</b>                           | <ul style="list-style-type: none"> <li>as outlined in the standards and procedures manual of one of the following accredited training agencies               <ul style="list-style-type: none"> <li>Professional Association of Diving Instructors (PADI)</li> <li>National Association of Underwater Instructors (NAUI)</li> <li>Scuba Schools International (SSI)</li> <li>National Association of Scuba Diving Schools (NASDS)</li> <li>Australian Underwater Scuba Instructors (AUSI)</li> <li>British Sub - Aqua Club (BSAC)</li> </ul> </li> </ul> |
| <b>Snorkel dive equipment</b>                      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>mask</li> <li>snorkel</li> <li>fins</li> <li>weight system/buoyancy control</li> <li>exposure protection</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |

|                          |                                                                                                                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <ul style="list-style-type: none"><li>• dive knife and/or tool</li></ul>                                                                                                                             |
| <b>Snorkel dive site</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• influenced by<ul style="list-style-type: none"><li>○ access</li><li>○ environmental conditions</li><li>○ hazards</li></ul></li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of snorkel dive theory, practices and industry standards and procedures</li> <li>Assessment of performance should be over a minimum of two (2) separate dives covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>select, use and maintain equipment in accordance with industry criteria</li> <li>snorkel dive to industry criteria</li> <li>perform snorkel dive rescues in realistic simulations</li> <li>apply knowledge of industry standards and procedures to snorkel dive safely</li> </ul> </li> </ul>                                                                                                                                                         |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS001B Implement minimal environmental impact practices</li> <li>SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Factors affecting buoyancy</li> <li>Affect of tides and currents</li> <li>Pressure/volume as related to squeezes</li> <li>Atmospheric related concerns, eg, hypothermia, hyperthermia, sunburn</li> <li>Gases and respiration as related to shallow water blackout, hyperventilation, overexertion</li> <li>Accident prevention, self rescue, rescue and first aid procedures</li> <li>Selection and basic maintenance of snorkelling equipment</li> <li>Aquatic hazards, eg, animal, environmental</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to swim 400 metres on surface wearing snorkelling equipment</li> <li>Diver transport on surface</li> <li>Unconscious diver recovery (from 3 metres)</li> <li>Surface dives</li> <li>Self rescue skills</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable snorkel dive locations with either open or confined water</li> <li>snorkel dive equipment, eg, mask, snorkel, fins, weight belt, knife, wet suit</li> <li>appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>Human resources - assessment of this 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</li> </ul>                                                                                                                                                                                                                                                                                      |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ be competent in the unit SROS NK003A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul>                                                                                                                                                             |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as conforming to the industry standards, this unit must be assessed over a minimum of two (2) separate dives in order to ensure consistency of performance over the Range Statements and contexts applicable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency must be demonstrated in an actual/real snorkel dive activity and all relevant aspects of equipment use, dives and rescues should be assessed in an underwater environment (that is, dry land demonstration of competence is insufficient)</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding proposed snorkelling site</li> <li>• <b>Communicating ideas and information</b> - Communicate with 'buddy' whilst snorkelling</li> <li>• <b>Planning and organising activities</b> - Planning required equipment for snorkelling activity</li> <li>• <b>Working with teams and others</b> - Snorkelling with a buddy at all times</li> <li>• <b>Using mathematical ideas and techniques</b> - Estimating depth of water</li> <li>• <b>Solving problems</b> - Dealing with pressure in ears after diving</li> <li>• <b>Using technology</b> - Using a wet suit for protection from cold</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|             |                   |
|-------------|-------------------|
| SROS NK002A | GUIDE SNORKELLING |
|             |                   |
| SNK         | Snorkelling       |

**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 snorkelling activity.**

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan a snorkelling activity for clients</b>                  | 1.1 Assess skill level, experience and physical capabilities of each member of the group<br>1.2 Establish attainable group objectives<br>1.3 Select suitable site for snorkelling to suit abilities and objectives of the group<br>1.4 Obtain and interpret local weather information relevant to the activity<br>1.5 Obtain permits or permission for access where necessary<br>1.6 Ensure correct guide/client ratios are met, according to operational procedures<br>1.7 Prepare a personal equipment checklist for client<br>1.8 Assess, minimise and eliminate <b>hazards</b> (where possible) whilst forming a risk management plan |
| <b>2 Ensure appropriate equipment is selected for snorkelling</b> | 2.1 Supervise selection of <b>equipment</b> , ensuring it is safe and suitable in light of the <b>contextual issues</b><br>2.2 Ensure <b>equipment</b> is fitted and adjusted correctly<br>2.3 Check <b>safety and rescue equipment</b> to ensure suitability to the group and the dive                                                                                                                                                                                                                                                                                                                                                   |
| <b>3 Brief clients</b>                                            | 3.1 Communicate the aim of the guided activity to the clients<br>3.2 Communicate <b>logistical details</b> to clients<br>3.3 Establish a <b>communication system</b> for use during snorkelling activity and ensure that all clients understand the system<br>3.4 Demonstrate correct snorkelling techniques, eg, entering water, clearing mask and snorkel<br>3.5 Devolve decision making (where appropriate)                                                                                                                                                                                                                            |
| <b>4 Maintain physical welfare of group</b>                       | 4.1 Assess capabilities of group members on the day<br>4.2 Ensure all clients are properly equipped for the snorkelling activity<br>4.3 Monitor individual client's performance and needs<br>4.4 Evaluate snorkelling conditions<br>4.5 Monitor weather conditions<br>4.6 Evaluate implications of weather signs on snorkelling plans<br>4.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored<br>4.8 Control the group to maintain a safe enjoyable atmosphere<br>4.9 Apply risk management plan<br>4.10 Recognise and resolve conflict situations (where practical)                  |
| <b>5 Lead a snorkelling activity safely</b>                       | 5.1 Provide clear and concise direction and advice to group during the activity<br>5.2 Monitor appropriate duration and depth of dives appropriate to conditions<br>5.3 Identify a variety of potential <b>hazards</b><br>5.4 Decide how each hazard can be overcome/avoided<br>5.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard<br>5.6 Provide positive encouragement and empathy<br>5.7 Manage the actions of the group to maintain the safest situation<br>5.8 Respond accordingly to any emergency or non-routine situation                       |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>6 Conduct activity in a professional manner</b> | 6.1 Encourage feedback and questioning from group members<br>6.2 Avoid contentious issues in general conversation<br>6.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words<br>6.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals<br>6.5 Debrief the dive with the clients to discuss habitat, environment, diver actions, positive feedback, and suggestions for performance improvement |
| <b>7 Complete post-trip responsibilities</b>       | 7.1 Retrieve, inspect, repair and store (or retire) <b>equipment</b> according to procedures<br>7.2 Evaluate all aspects of activity organisation and conduct, including client feedback<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication system</b> | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• hand signals</li> <li>• recall system</li> <li>• aural communication</li> <li>• dive recall flags</li> </ul>                                                                                                                                                                                                                                                                                                                 |
| <b>Contextual issues</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• season</li> <li>• weather</li> <li>• time of day</li> <li>• features of snorkelling activity (including depth)</li> <li>• age of clients</li> <li>• physical health of clients</li> <li>• physical characteristics of clients, eg, size, shape, weight</li> <li>• experience of clients</li> <li>• number of staff</li> <li>• safety requirements</li> <li>• personal experience</li> <li>• personal requirements</li> </ul> |
| <b>Equipment</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• snorkelling equipment               <ul style="list-style-type: none"> <li>○ snorkel</li> <li>○ mask</li> <li>○ boots</li> <li>○ fins</li> <li>○ knife</li> <li>○ wet suit</li> <li>○ weights</li> </ul> </li> <li>• specialised/safety equipment, eg, first aid kit</li> </ul>                                                                                                                                              |
| <b>Hazards</b>              | <p>[all categories relevant to location]</p> <ul style="list-style-type: none"> <li>• rock piles</li> <li>• changing surface weather conditions</li> <li>• phobias</li> <li>• water depth</li> <li>• entanglement</li> <li>• current</li> <li>• dangerous marine life, eg, stone fish, jelly fish, sharks</li> <li>• members of the group becoming separated and/or left behind</li> </ul>                                                                                                    |



|                                    |                                                                                                                                                                                                                                                  |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Logistical details</b>          | <p>[all categories]</p> <ul style="list-style-type: none"><li>• objective/nature of the snorkelling activity</li><li>• safety procedures</li><li>• minimal environmental impact practices</li></ul>                                              |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• first aid kit</li><li>• oxygen</li><li>• communication system</li><li>• diver retrieval system</li><li>• diver recall system</li><li>• spare equipment/spare parts kit</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of guiding a snorkelling activity with clients, in the workplace</li> <li>• Assessment of performance should be over a minimum of three (3) different snorkelling trips with a variety of client groups, covering all prescribed categories from the Range Statements applicable to guiding a snorkelling activity</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>○ conduct snorkelling activities at a number of different locations to suit                   <ul style="list-style-type: none"> <li>▪ different client needs</li> <li>▪ different activity aims</li> <li>▪ different types of client groups</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul> </li> </ul> </li> </ul>                                                                                                                    |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SRCAQU003A Respond to an aquatic emergency using basic water rescue techniques</li> <li>○ SROODR002A Plan outdoor recreation activities</li> <li>○ SROODR005A Guide outdoor recreation sessions</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROS NK001A Participate in snorkelling activities</li> <li>○ SRXEMR001A Respond to emergency situations</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                         |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance</li> <li>○ Relevant state legislation impacting on underwater activities</li> <li>○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts)</li> <li>○ Manufacturer's design specifications and recommendations for equipment use</li> <li>○ Technical snorkelling/equipment knowledge</li> <li>○ Equipment usage in rescue situations</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Selection and use of equipment for snorkelling</li> <li>○ Location knowledge</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Personal snorkelling skills to a high level of technical correctness</li> <li>○ Decision making to tailor activity to meet groups needs</li> <li>○ Observation to maintain group control</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ Problem solving to eliminate/minimise hazards</li> <li>○ Use of rescue equipment</li> <li>○ First aid skills appropriate to location</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ a snorkelling site suitable for the client group</li> <li>○ personal clothing</li> <li>○ organisation policy and procedures</li> <li>○ snorkelling equipment</li> <li>○ food and water</li> <li>○ rescue equipment</li> <li>○ safety equipment</li> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit (i.e., SROS NK002A)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 snorkelling trips with a variety of client groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a snorkelling activity with clients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding a snorkelling activity with real clients</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information for the proposed activity</li> <li>• <b>Communicating ideas and information</b> - Briefing clients on procedures during activity</li> <li>• <b>Planning and organising activities</b> - Planning sequencing for the activity</li> <li>• <b>Working with teams and others</b> - Working with client groups and other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating amount of equipment required</li> <li>• <b>Solving problems</b> - Dealing with any injuries that may occur during the activity</li> <li>• <b>Using technology</b> - Using a depth gauge to assist in logging snorkelling activity</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|             |                             |
|-------------|-----------------------------|
| SROS NK003A | INSTRUCT SNORKELLING SKILLS |
|             |                             |
| SNK         | Snorkelling                 |

**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 snorkelling activity.

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

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures</p>                                                                                                                                                                                                                                                     |
| <b>5 Apply appropriate teaching techniques for a snorkelling session</b>          | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                        |
| <b>6 Teach required knowledge that applies to a snorkelling activity</b>          | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to scuba diving and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in a snorkelling activity</p> <p>6.3 Identify minimal impact practices appropriate to snorkelling, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in snorkelling, and determine client level of understanding in their use</p> |
| <b>7 Teach safety and rescue procedures appropriate to a snorkelling activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to snorkelling, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to snorkelling</p> <p>7.4 Demonstrate rescue techniques specific to snorkelling, and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                                          |
| <b>8 Teach snorkelling skills</b>                                                 | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p> <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                                                       |
| <b>9 Communicate further snorkelling knowledge</b>                                | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in snorkelling</p> <p>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice</p> <p>9.3 Inform clients of opportunities to further develop their personal skills and</p>                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>10 Conclude and evaluate the snorkelling instructional session</b> | <p>10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store (or retire) in an appropriate fashion</p> <p>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor</p> <p>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</p> <p>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning</p> <p>10.5 Determine modifications to activities and delivery method(s), based on evaluations</p> <p>10.6 Evaluate the suitability of <b>other related factors</b></p> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                           |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• snorkelling equipment               <ul style="list-style-type: none"> <li>○ snorkel</li> <li>○ mask</li> <li>○ fins</li> <li>○ knife</li> <li>○ wet suit</li> <li>○ weight(s)</li> </ul> </li> <li>• specialised/safety equipment, eg, first aid kit</li> <li>• whistle</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ changing surface weather conditions</li> <li>○ phobias</li> <li>○ water depth</li> <li>○ entanglement</li> <li>○ current</li> </ul> </li> </ul>                                                                  |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable location for teaching of unit(s)</li> </ul> </li> </ul>                                                        |
| <b>Sequence</b>              | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ 'part' to 'whole'</li> <li>○ chronological</li> <li>○ known to unknown</li> </ul> </li> </ul>                                                                                       |



|  |                                                                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a snorkelling instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• Assessment of performance should be over a minimum of three (3) different snorkelling trips with a variety of client groups, covering the prescribed number of categories from the Range Statements that are applicable to instructing snorkelling skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate snorkelling techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for snorkelling</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ SRCAQU003A Respond to an aquatic emergency using basic water rescue techniques</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROODR002A Plan outdoor recreation activities</li> <li>○ SROS NK001A Participate in snorkelling activities</li> <li>○ SRXEMR001A Respond to emergency situations</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of a snorkelling activity                   <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ land and water management authorities</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ Safety procedures during the conduct or instruction of snorkelling skills</li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing snorkelling</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Snorkelling skills to demonstrate, and correct, technique</li> <li>○ Observation and interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable locations for the conduct of snorkelling instructional sessions</li> <li>○ snorkelling equipment                   <ul style="list-style-type: none"> <li>▪ mask</li> <li>▪ snorkel</li> <li>▪ fins</li> <li>▪ weights</li> <li>▪ knife</li> </ul> </li> <li>○ whistle</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ instructional tools                   <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit (i.e., SROS NK003A)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 snorkelling trips with a variety of client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing snorkelling skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a snorkelling activity with a range of clients (not peers)</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|  | <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

**SURFING**



## Contents

|                                                                                                           |           |
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|             |                                            |
|-------------|--------------------------------------------|
| SROS RF001B | APPLY SURF SURVIVAL AND SELF RESCUE SKILLS |
|             |                                            |
| SRF         | Surfing                                    |

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

This unit deals with surf awareness and self-rescue knowledge and skills in order to safely participate in activities in the surf environment.

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the surfing activity</b>                 | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of <b>statutory and organisational procedures</b> , where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information |
| <b>2 Demonstrate knowledge of the surf environment</b> | 2.1 Identify the potential <b>hazards</b> and <b>personal safety/environmental hazards</b> within the surf environment<br>2.2 Apply knowledge of the <b>characteristics of different types of waves</b> , and their impact on surf safety to identify safe surfing locations<br>2.3 Identify <b>distinguishing features of rips</b> , gutters and sweeps and determine the most suitable surfing venue                                                                                                                                                |
| <b>3 Apply surf survival techniques</b>                | 3.1 Demonstrate <b>techniques for survival</b> in the water<br>3.2 Demonstrate the ability to avoid <b>hazards</b> whilst in the water                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>4 Demonstrate self rescue techniques</b>            | 4.1 Demonstrate the ability to get back to the shore in the <b>prevailing conditions</b> , using <b>craft</b> and without craft<br>4.2 Identify and apply <b>strategies to implement when not able to self rescue</b> or return to shore unassisted                                                                                                                                                                                                                                                                                                   |

## Range Statements

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

| RANGE STATEMENT                                    | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Characteristics of different types of waves</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• plunging (dumping) <ul style="list-style-type: none"> <li>○ steep, powerful, dangerous</li> <li>○ impact of white wash higher than wave itself</li> <li>○ shallow water depth</li> </ul> </li> <li>• spilling (crumbling) <ul style="list-style-type: none"> <li>○ deeper water</li> <li>○ wave face less steep</li> <li>○ wave slower to break</li> </ul> </li> </ul> |
| <b>Craft</b>                                       | <p>[one category]</p> <ul style="list-style-type: none"> <li>• hard surfboards</li> <li>• soft surfboards</li> <li>• bodyboards</li> <li>• sit on top kayaks</li> <li>• handboards</li> </ul>                                                                                                                                                                                                                                           |
| <b>Distinguishing features of rips</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rippled surface</li> <li>• lack of waves</li> <li>• darker blue/green foam or debris</li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Hazards</b>                                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rips</li> <li>• lateral currents</li> <li>• marine creatures</li> <li>• rocks</li> <li>• sandbars</li> <li>• other surfers or swimmers</li> <li>• other equipment</li> <li>• own equipment</li> <li>• large waves</li> <li>• shorebreaks</li> <li>• dumping waves</li> </ul>                                                                                           |
| <b>Personal safety/environmental hazards</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• hydration</li> <li>• sun safety</li> </ul>                                                                                                                                                                                                                                                                                                                             |

|                                                             |                                                                                                                                                                                                                                                                                                                   |
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|                                                             | <ul style="list-style-type: none"> <li>hypothermia</li> </ul>                                                                                                                                                                                                                                                     |
| <b>Prevailing conditions</b>                                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>size of the surf</li> <li>availability of assistance</li> <li>imminent hazards</li> <li>imminent risks</li> </ul>                                                                                                                                  |
| <b>Statutory and organisational procedures</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>includes             <ul style="list-style-type: none"> <li>permits from land management authorities</li> <li>authority/permission from landowners</li> <li>documented operating procedures and company/enterprise policies</li> </ul> </li> </ul> |
| <b>Strategies to implement when not able to self-rescue</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>use recognised signals for assistance</li> <li>remain with craft where possible</li> <li>float and tread water</li> </ul>                                                                                                                          |
| <b>Techniques</b>                                           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>swim or paddle diagonally across rips</li> <li>attract attention of lifeguard or others who may be able to help</li> <li>float and tread water</li> <li>recognition of hazards</li> <li>keeping a safe distance from hazards</li> </ul>            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of surf conditions, factors that affect these conditions and survival techniques in the workplace</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>◦ apply this knowledge to perform self rescues in prevailing conditions using own board</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>◦ SROOPS001B Implement minimal environmental impact practices</li> <li>◦ SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ SROSRF002B Perform basic surfing manoeuvres in controlled conditions</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ SRCAQU003A Respond to an aquatic emergency using basic water rescue techniques</li> </ul> </li> </ul>                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>◦ Surf awareness including knowledge of safety zones at the beach</li> <li>◦ Features and signs of rips, gutters, sweeps and currents</li> <li>◦ Types of waves and their characteristic features</li> <li>◦ Effects of wind, tide, swell and ocean floor on surf conditions</li> <li>◦ Surf survival techniques</li> <li>◦ Self rescue techniques</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>◦ Ability to swim in the surf in moderate conditions</li> <li>◦ Paddling surf craft</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>◦ a surf beach with prevailing conditions appropriate to the level of activity</li> <li>◦ suitable craft (boards)</li> <li>◦ personal clothing</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>◦ be competent in the unit SROSRF003B</li> <li>◦ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>◦ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>◦ have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"><li>• Due to issues such as techniques, strategies, conditions and hazards, 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 surfing</li></ul>                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"><li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity whilst participating in surfing activities</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY 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              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collect information regarding the beach conditions and features</li> <li>• <b>Communicating ideas and information</b> - Discussing surf conditions with other surfers</li> <li>• <b>Planning and organising activities</b> - Planning easiest and safest location to get out through break</li> <li>• <b>Working with teams and others</b> - Sharing a break with other surfers</li> <li>• <b>Using mathematical ideas and techniques</b> - Describing the height of waves and speed/direction of wind</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using a leg rope on a surfboard</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                           |
|------------|-----------------------------------------------------------|
| SROSRF002B | PERFORM BASIC SURFING MANOEUVRES IN CONTROLLED CONDITIONS |
|            |                                                           |
| SRF        | Surfing                                                   |

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

This unit covers the knowledge and skills required to manoeuvre in the surf in controlled conditions using basic skills and a craft of choice.

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the surfing activity</b>  | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of <b>statutory and organisational procedures</b> , where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                                                                                                     |
| <b>2 Select and transport equipment</b> | 2.1 Select the <b>craft</b> , where used, after consideration of all <b>contextual issues</b> and check to ensure that it is in good working order<br>2.2 <b>Transport</b> and carry the <b>craft</b> , where used, in a manner to minimise damage and to suit the situation<br>2.3 Fit, check and adjust <b>personal equipment</b> and ensure suitability for personal requirements and abilities<br>2.4 Identify the need for board waxing and demonstrate waxing technique, where appropriate                                                                                                                                                                                                                          |
| <b>3 Enter and exit the water</b>       | 3.1 Select a suitable safe location for entering the water, based on consideration of <b>contextual issues, controlled conditions</b> , council regulations and marked beach zones<br>3.2 Carry the <b>craft</b> , where used, in a manner to assist ease of movement in the water and carry out to a depth where it can be safely sat/laid upon, avoiding all relevant <b>hazards</b><br>3.3 Propel the <b>craft</b> through broken and unbroken waves whilst walking<br>3.4 Demonstrate the appropriate method for walking with a legrope attached, where applicable<br>3.5 Apply skills to ensure measures are taken so that the <b>craft</b> is always facing into oncoming waves                                     |
| <b>4 Manoeuvre the craft</b>            | 4.1 Demonstrate the ability to sit/lay upon the <b>craft</b> both within depth and outside depth in still water<br>4.2 Identify <b>features of efficient board paddling technique</b> and demonstrate <b>methods of manoeuvring</b> whilst propelling the craft (where used) in still water and then through broken and unbroken waves<br>4.3 <b>Manoeuvre</b> and turn the <b>craft</b> both within the surf zone and outside the surf zones using a variety of methods<br>4.4 Demonstrate correct dismount drill in both the prone and standing positions<br>4.5 Demonstrate the ability to control the craft with <b>wipeout procedures</b> , ensuring personal safety and with regard for the safety of other surfers |
| <b>5 Catch and ride a wave</b>          | 5.1 Observe surfing etiquette when catching and riding waves<br>5.2 Select and catch broken waves whilst demonstrating control and without wiping out and demonstrate <b>basic surfing manoeuvres on broken waves</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



|  |                                                                                                                |
|--|----------------------------------------------------------------------------------------------------------------|
|  | 5.3 Ride broken waves prone and, where appropriate to the <i>craft</i> , whilst kneeling, sitting and standing |
|--|----------------------------------------------------------------------------------------------------------------|

## Range Statements

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

| RANGE STATEMENT                                 | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic surfing manoeuvres on broken waves</b> | [all categories] <ul style="list-style-type: none"> <li>• catching and riding wave</li> <li>• standing (where appropriate to craft)</li> <li>• traversing</li> <li>• turning</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <b>Contextual issues</b>                        | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• season</li> <li>• weather</li> <li>• size of the surf</li> <li>• type of craft</li> <li>• hazards</li> <li>• access to the beach</li> <li>• personal experience and ability</li> <li>• swimming abilities</li> <li>• tide</li> <li>• prevailing surf conditions</li> <li>• health</li> <li>• crowds</li> <li>• level of supervision required and availability of assistance</li> <li>• local regulations</li> </ul> |
| <b>Controlled conditions</b>                    | [include, but are not limited to] <ul style="list-style-type: none"> <li>• sandy beaches</li> <li>• beaches with even gradient</li> <li>• areas free from rocks</li> <li>• areas free from rips</li> <li>• minimal lateral current</li> <li>• white water unless surf less than ½ metre</li> <li>• wind less than 20 knots</li> <li>• water depth of chest deep or less</li> <li>• spilling (crumbling) waves</li> <li>• absence of shore dump</li> <li>• small channel</li> </ul>                   |
| <b>Craft</b>                                    | [one category] <ul style="list-style-type: none"> <li>• bodyboards (slick bottom boards and soft bottom boards)</li> <li>• surfboards (soft surfboards, short and long boards)</li> <li>• sit on kayaks (single and double)</li> </ul>                                                                                                                                                                                                                                                               |

|                                                |                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"> <li>no craft (i.e., body surfing)</li> </ul>                                                                                                                                                                                                                               |
| <b>Features of efficient board paddling</b>    | <p>[all categories if relevant to craft]</p> <ul style="list-style-type: none"> <li>hands lightly cupped</li> <li>nose of board just clear of water</li> <li>arms slightly bent at elbow</li> <li>back arch kept to minimum</li> <li>deep sculling action under the water</li> </ul>                          |
| <b>Hazards</b>                                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>rips</li> <li>lateral currents</li> <li>marine creatures</li> <li>rocks</li> <li>sandbars</li> <li>other surfers</li> <li>other equipment</li> <li>large waves</li> <li>shorebreaks</li> <li>dumping waves</li> </ul>                          |
| <b>Methods of manoeuvring</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>traversing along a wave</li> <li>turning</li> <li>correct use of body weight</li> <li>correct rotation techniques</li> </ul>                                                                                                                   |
| <b>Paddling techniques</b>                     | <p>[all applicable categories]</p> <ul style="list-style-type: none"> <li>freestyle action</li> <li>butterfly action (where appropriate)</li> <li>forward and reverse strokes, forward and reverse sweeps, low support and rudder strokes (<i>sit on kayaks only</i>)</li> </ul>                              |
| <b>Personal equipment</b>                      | <p>[all applicable categories]</p> <ul style="list-style-type: none"> <li>fins</li> <li>wetsuit/rash shirt</li> <li>craft (surfboards, bodyboards, sit ons)</li> <li>wax</li> <li>first aid kits</li> <li>booties</li> <li>leg ropes</li> <li>paddles (<i>sit on kayaks only</i>)</li> <li>helmets</li> </ul> |
| <b>Statutory and organisational procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>includes</li> </ul>                                                                                                                                                                                                                            |

|                           |                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"><li>○ permits from land management authorities</li><li>○ authority/permission from landowners</li><li>○ documented operating procedures and company/enterprise policies</li></ul>                                                                                                                                 |
| <b>Transport</b>          | <p>[all categories]</p> <ul style="list-style-type: none"><li>• vehicle</li><li>• carrying craft on head/shoulder</li><li>• under one arm, either alone or in pairs</li></ul>                                                                                                                                                                       |
| <b>Wipeout procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• covering head with arms</li><li>• wrestling/holding board tight when in prone position</li><li>• pushing board clear with feet when in the water and when standing</li><li>• waiting for turbulence to subside</li><li>• floating to the surface in a horizontal position</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the types of equipment used in surfing and the differences between the different craft in the workplace</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering one category of craft (or body surfing) and the prescribed number of categories from the Range Statements applicable to the kind of craft (or body surfing) used</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>apply knowledge of basic surfing techniques and hazards to surf in a safe manner</li> <li>manoeuvre and control one type of craft (or body surf) in controlled conditions, demonstrating basic skills in white water and on broken, spilling waves less than ½ metre</li> </ul> </li> </ul>                            |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS001B Implement minimal environmental impact practices</li> <li>SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROSRF001B Apply surf survival and self rescue skills</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRCAQU003A Respond to an aquatic emergency using basic water rescue techniques</li> </ul> </li> </ul>                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Basic knowledge of types of surfboards and other equipment used in surfing</li> <li>Differences in design and construction features between craft/boards</li> <li>Local regulations re access and locations</li> <li>Concepts and techniques of surfing on different craft</li> <li>Safety zones and signs</li> <li>Surf conditions, surf awareness and surf survival</li> <li>Surfing etiquette</li> <li>Types of waves and wave selection</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to swim 200 metres in surf in controlled conditions</li> <li>Ability to tread water for 5 minutes</li> <li>Basic surfing skills (ability to perform all basic manoeuvres)</li> <li>Surf survival/self-rescue techniques</li> <li>Ability to read surf conditions</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>a surf beach with controlled conditions</li> <li>craft for surfing</li> <li>rescue and safety equipment</li> <li>personal clothing</li> </ul> </li> <li>Human resources - assessment of this unit of competency will require</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must</p> <ul style="list-style-type: none"> <li>○ be competent in the unit SROSRF003B</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                      |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the types of equipment used in surfing, the differences between the craft and the variation of hazards and conditions, 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 surfing in controlled conditions</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed whilst participating in a surfing activity in controlled conditions</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collect information regarding the beach conditions and features</li> <li>• <b>Communicating ideas and information</b> - Discussing surf conditions with other surfers</li> <li>• <b>Planning and organising activities</b> - Planning easiest and safest location to get out through break</li> <li>• <b>Working with teams and others</b> - Sharing a break with other surfers</li> <li>• <b>Using mathematical ideas and techniques</b> - Describing the height of waves and speed/direction of wind</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using a leg rope on a surfboard</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|             |                                               |
|-------------|-----------------------------------------------|
| SROS RF003B | PERFORM INTERMEDIATE LEVEL SURFING MANOEUVRES |
|             |                                               |
| SRF         | Surfing                                       |

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

This unit addresses the knowledge and skills to manoeuvre a board or sit on kayak using an intermediate level of skill on small, spilling unbroken waves.

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the surfing activity</b> | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of <b>statutory and organisational procedures</b> , where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information |
| <b>2 Select a suitable venue</b>       | 2.1 Determine the criteria affecting the selection of a suitable venue in relation to all <b>contextual issues</b><br>2.2 Select a venue after due consideration of all <b>contextual issues</b>                                                                                                                                                                                                                                                                                                                                                      |
| <b>3 Select suitable equipment</b>     | 3.1 Select the <b>craft</b> after consideration of all <b>contextual issues</b><br>3.2 Fit, check and adjust <b>equipment</b> and ensure suitability for personal requirements and the conditions                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Enter and exit the water</b>      | 4.1 Select a suitable location for entering the water, based on consideration of <b>contextual issues</b> , council regulations and marked beach zones<br>4.2 Carry the <b>craft</b> out to a depth where it can be safely sat/lay upon, avoiding all relevant <b>hazards</b><br>4.3 Demonstrate various <b>paddling techniques</b> through broken and unbroken waves<br>4.4 Demonstrate various methods for paddling out back in a safe manner                                                                                                       |
| <b>5 Catch and ride waves</b>          | 5.1 Display appropriate balance and confidence when demonstrating <b>methods of manoeuvring</b> and <b>intermediate surfing manoeuvres</b> on <b>small, spilling unbroken waves</b><br>5.2 Demonstrate traversing along the green face of a spilling wave<br>5.3 Demonstrate turning and linking of basic manoeuvres<br>5.4 Select appropriate waves to catch and ride                                                                                                                                                                                |
| <b>6 Surf in a safe manner</b>         | 6.1 Demonstrate the ability to control the <b>craft</b> in a wipeout, ensuring personal safety and with regard for the safety of other surfers<br>6.2 Demonstrate awareness of other persons in the vicinity and apply surf etiquette when riding waves                                                                                                                                                                                                                                                                                               |



## Range Statements

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

| RANGE STATEMENT          | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Contextual issues</b> | <p>[all issues]</p> <ul style="list-style-type: none"> <li>• time of day</li> <li>• season</li> <li>• weather</li> <li>• size of the surf</li> <li>• type of craft</li> <li>• hazards</li> <li>• access to the beach</li> <li>• personal experience and ability</li> <li>• swimming abilities</li> <li>• tide</li> <li>• prevailing surf conditions</li> <li>• health</li> <li>• crowds</li> <li>• level of supervision required and availability of assistance</li> <li>• local regulations</li> </ul> |
| <b>Craft</b>             | <p>[one category]</p> <ul style="list-style-type: none"> <li>• bodyboards (slick bottom boards and soft bottom boards)</li> <li>• surfboards (soft and hard surfboards, short and long boards)</li> <li>• sit on kayaks (single and double)</li> </ul>                                                                                                                                                                                                                                                  |
| <b>Equipment</b>         | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• fins</li> <li>• wetsuit</li> <li>• craft (surfboards, bodyboards, sit ons)</li> <li>• wax</li> <li>• first aid kits</li> <li>• booties</li> <li>• leg ropes</li> <li>• paddles</li> <li>• rash vests</li> <li>• helmets</li> <li>• Personal Flotation Device (PFD) (<i>sit ons only</i>)</li> </ul>                                                                                                                           |
| <b>Hazards</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rips</li> <li>• lateral currents</li> <li>• marine creatures</li> <li>• rocks</li> </ul>                                                                                                                                                                                                                                                                                                                                               |

|                                                |                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"> <li>• sandbars</li> <li>• other surfers</li> <li>• other equipment</li> <li>• large waves</li> <li>• shorebreaks</li> <li>• dumping waves</li> </ul>                                                                                                                                                           |
| <b>Intermediate surfing manoeuvres</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• selection of appropriate waves to catch and ride</li> <li>• catching and riding wave</li> <li>• standing (where appropriate to craft)</li> <li>• traversing left and right along the green face of a spilling wave</li> <li>• turning and linking of basic manoeuvres</li> </ul> |
| <b>Methods of manoeuvring</b>                  | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• duck diving, press ups and eskimo rolls to get through waves</li> <li>• linking of basic manoeuvres, cutbacks and floaters</li> <li>• forward and reverse strokes, forward and reverse sweeps, low support and rudder strokes (<i>sit on kayaks only</i>)</li> </ul>    |
| <b>Paddling techniques</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• freestyle action</li> <li>• butterfly action, where appropriate</li> <li>• deep sculling action under the water</li> <li>• forward and reverse strokes, forward and reverse sweeps, low support and rudder strokes (<i>sit on kayaks only</i>)</li> </ul>                        |
| <b>Small, spilling unbroken waves</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• waves of up to 1m</li> <li>• spilling (crumbling) waves</li> <li>• unbroken waves</li> </ul>                                                                                                                                                                                     |
| <b>Statutory and organisational procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes <ul style="list-style-type: none"> <li>○ permits from land management authorities</li> <li>○ authority/permission from landowners</li> <li>○ documented operating procedures and company/enterprise policies</li> </ul> </li> </ul>                                     |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the different design features of a chosen type of craft and the effect of design on surfing technique on small, spilling unbroken waves.</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering one category of craft (or body surfing) and the prescribed number of categories from the range of Range Statement applicable to the kind of craft (or body surfing) used from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>apply knowledge of surfing techniques and hazards to surf in a safe manner on small, spilling unbroken waves.</li> <li>manoeuvre and control one type of craft, demonstrating intermediate level skills in small spilling waves up to green faces</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSRF001B Apply surf survival and self rescue skills</li> <li>SROSRF002B Perform basic surfing manoeuvres in controlled conditions</li> <li>SROODR002A Plan outdoor recreation activities</li> <li>SROOPS002B Plan for minimal environmental impact</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROSRF004B Perform a simple rescue in moderate surf conditions</li> </ul> </li> </ul>                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Differences in design and construction features between various models within a category of craft (bodyboards, surfboards, sit-ons)</li> <li>Surf awareness and surf survival</li> <li>Wave characteristics</li> <li>Effect of wind, tide, weather and currents on surfing</li> <li>Biomechanics of all surfing manoeuvres</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to swim in surf</li> <li>Surf survival/self-rescue techniques</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>a surf beach</li> <li>craft for surfing</li> <li>rescue and safety equipment</li> <li>personal clothing</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit but preferably be competent in</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                             |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>the unit at the level above, i.e., SROSRF005B</p> <ul style="list-style-type: none"> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                               |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the different design features of a chosen type of craft and the effect of design on surfing technique, 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 surfing on small, spilling unbroken waves</li> </ul>                                                                                                                                                                                                                                                                         |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an actual surfing activity on small, spilling unbroken waves</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collect information regarding the beach conditions and features</li> <li>• <b>Communicating ideas and information</b> - Discussing surf conditions with other surfers</li> <li>• <b>Planning and organising activities</b> - Planning easiest and safest location to get out through break</li> <li>• <b>Working with teams and others</b> - Sharing a break with other surfers</li> <li>• <b>Using mathematical ideas and techniques</b> - Describing the height of waves and speed/direction of wind</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using a leg rope on a surfboard</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                     |
|------------|-----------------------------------------------------|
| SROSRF004B | PERFORM A SIMPLE RESCUE IN MODERATE SURF CONDITIONS |
|            |                                                     |
| SRF        | Surfing                                             |

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

This unit deals with the knowledge and skills to perform rescues and recoveries in moderate surf conditions.

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Determine the appropriate rescue/recovery technique</b>                | 1.1 Identify immediate <b>hazards</b> to self and others<br>1.2 Assess <b>risks</b> to self and others<br>1.3 Assess the situation in terms of <b>situational variances</b> including hazards, rescue abilities, degree of urgency, <b>physical and human resources</b><br>1.4 Select a <b>rescue/recovery method</b> suitable to the situation                                                                                                                                                                                                                                                                                                                                                   |
| <b>2 Demonstrate the necessary skills to perform rescues and recoveries</b> | 2.1 Demonstrate correct use of rescue tubes and rescue <b>craft</b> to perform a rescue and bring a rescuee to shore in <b>moderate conditions</b><br>2.2 Select approach and contact methods with the to reduce the possibility of injury or submersion of the rescuer<br>2.3 Demonstrate rescues of conscious and unconscious patients, displaying the ability to support, tow and monitor the patient<br>2.4 Demonstrate adequate carrying techniques to ensure clear airways<br>2.5 Demonstrate deep water resuscitation techniques in accordance with industry standards<br>2.6 Apply relevant signals and signs to communicate with other persons involved in the rescue, where appropriate |

## Range Statements

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

| RANGE STATEMENT                     | CATEGORIES                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Craft</b>                        | [one category] <ul style="list-style-type: none"> <li>• hard surfboards</li> <li>• soft surfboards</li> <li>• bodyboards</li> <li>• sit on top kayaks</li> </ul>                                                                                                                                                                          |
| <b>Hazards</b>                      | [all categories] <ul style="list-style-type: none"> <li>• rips</li> <li>• lateral currents</li> <li>• marine creatures</li> <li>• rocks</li> <li>• sandbars</li> <li>• other surfers</li> <li>• other equipment</li> <li>• large waves</li> <li>• shorebreaks</li> <li>• dumping waves</li> <li>• rescuee</li> </ul>                      |
| <b>Moderate conditions</b>          | [all categories] <ul style="list-style-type: none"> <li>• surf up to one metre</li> <li>• spilling (crumbling) waves</li> <li>• unbroken waves</li> </ul>                                                                                                                                                                                 |
| <b>Physical and human resources</b> | [all relevant categories] <ul style="list-style-type: none"> <li>• fins</li> <li>• rescue tubes</li> <li>• rescues boards</li> <li>• surfboards</li> <li>• bodyboards</li> <li>• rope</li> <li>• knife</li> <li>• whistles</li> <li>• wetsuit</li> <li>• wax</li> <li>• lifeguards</li> <li>• bystanders/members of the public</li> </ul> |
| <b>Rescue/recovery</b>              | [all categories]                                                                                                                                                                                                                                                                                                                          |

|                              |                                                                                                                                                                              |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>methods</b>               | <ul style="list-style-type: none"><li>• assisted</li><li>• unassisted</li><li>• tube rescues</li><li>• craft rescues</li><li>• rescues without equipment</li></ul>           |
| <b>Risks</b>                 | [all categories] <ul style="list-style-type: none"><li>• imminent drowning</li><li>• injury</li><li>• hypothermia</li><li>• "car park" drowning</li></ul>                    |
| <b>Situational variances</b> | [all categories] <ul style="list-style-type: none"><li>• size of the surf</li><li>• availability of assistance</li><li>• imminent hazards</li><li>• imminent risks</li></ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the principles underpinning simple surf rescues in the workplace</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>perform a variety of rescues using tubes and craft in response to predictable situations in moderate surf conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                          |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSRF001B Apply surf survival and self rescue skills</li> <li>SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROSRF003B Perform intermediate level surfing manoeuvres</li> </ul> </li> </ul>                                                                                                                                   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Surf awareness</li> <li>Surf survival techniques</li> <li>Self rescue techniques</li> <li>First aid knowledge</li> <li>Resuscitation techniques and Australian Resuscitation Council standards</li> <li>Available emergency services and contacts</li> <li>Equipment usage in rescue conditions</li> <li>Communication systems</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to be able to swim in the surf</li> <li>Paddling and handling surf craft</li> <li>Ability to tow a patient with a rescue tube</li> <li>Ability to paddle a patient to the beach on varied craft</li> <li>First aid skills appropriate to the location and level of responsibility</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>rescue craft</li> <li>equipment</li> <li>a surfing location with moderate conditions</li> <li>first aid kit</li> <li>personal clothing</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSRF006B</li> <li>be competent in the units SRXFAD001A, SRXRIK001A,</li> </ul> </li> </ul>                                                    |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>SRXEMR001A</p> <ul style="list-style-type: none"> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as situational variances, risks, hazards and resources, 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 emergency situations within a surfing context</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of realistic simulations in moderate surf conditions and the clients should be simulating scenarios within their own skills and experience</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and assessing information regarding an incident to formulate rescue plan</li> <li>• <b>Communicating ideas and information</b> - Communicating with other rescuers to perform rescue</li> <li>• <b>Planning and organising activities</b> - Planning and organising resources required to effect rescue</li> <li>• <b>Working with teams and others</b> - Working as part of a team of rescuers</li> <li>• <b>Using mathematical ideas and techniques</b> - Counting breaths and compressions in a Cardio-Pulmonary Resuscitation (CPR) situation</li> <li>• <b>Solving problems</b> - Dealing with multiple casualties in an incident</li> <li>• <b>Using technology</b> - Using a rescue tube to assist a person</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|             |                                           |
|-------------|-------------------------------------------|
| SROS RF005B | PERFORM ADVANCED LEVEL SURFING MANOEUVRES |
|             |                                           |
| SRF         | Surfing                                   |

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

This unit deals with the knowledge and skills to surf a board or sit on kayak using complex manoeuvres on advanced waves.

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for the surfing activity</b> | 1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity<br>1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate<br>1.3 Identify an appropriate activity site/location after consideration of <b>statutory and organisational procedures</b> , where applicable, and contextual issues relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information |
| <b>2 Select a suitable venue</b>       | 2.1 Determine criteria affecting the selection of a suitable venue in relation to all <b>contextual issues</b><br>2.2 Select a venue after due consideration of all <b>contextual issues</b>                                                                                                                                                                                                                                                                                                                                                          |
| <b>3 Select suitable equipment</b>     | 3.1 Select the most appropriate <b>craft</b> after consideration of all <b>contextual issues</b><br>3.2 Check <b>craft</b> and other <b>equipment</b> , adjust where necessary and ensure suitability for personal requirements                                                                                                                                                                                                                                                                                                                       |
| <b>4 Enter and exit the water</b>      | 4.1 Select a suitable location for entering the water, based on consideration of <b>contextual issues</b> , council regulations and marked beach zones<br>4.2 Demonstrate various <b>methods of manoeuvring</b> and <b>paddling techniques</b> in rough conditions, avoiding all relevant <b>hazards</b><br>4.3 Demonstrate methods of getting out back in rough conditions, avoiding all relevant <b>hazards</b>                                                                                                                                     |
| <b>5 Catch and ride waves</b>          | 5.1 Utilise waves correctly, with rider reaching end of wave<br>5.2 Demonstrate knowledge of <b>advanced waves</b> and wave mechanics assists use of wave and ensures speed, control, coordination and economy of motion<br>5.3 Demonstrate continuity and fluidity of <b>advanced/complex surfing manoeuvres</b> riding waves<br>5.4 Demonstrate correct use of weight transferral/rotational techniques<br>5.5 Display accuracy in catching waves and responding rapidly and correctly                                                              |

## Range Statements

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

| RANGE STATEMENT                            | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advanced waves</b>                      | [all categories] <ul style="list-style-type: none"> <li>• wave height above 1m</li> <li>• unbroken waves</li> <li>• choppy/rough conditions</li> </ul>                                                                                                                                                                                                                                                                                                                                               |
| <b>Advanced/complex surfing manoeuvres</b> | [all categories applicable to craft] <ul style="list-style-type: none"> <li>• late take-offs</li> <li>• roundhouse cutbacks</li> <li>• vertical re-entries/snaps</li> <li>• floaters</li> <li>• tube riding</li> <li>• tail slides</li> <li>• airborne turns</li> <li>• 360° turns</li> </ul>                                                                                                                                                                                                        |
| <b>Contextual issues</b>                   | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• season</li> <li>• weather</li> <li>• size of the surf</li> <li>• type of craft</li> <li>• hazards</li> <li>• access to the beach</li> <li>• personal experience and ability</li> <li>• swimming abilities</li> <li>• tide</li> <li>• prevailing surf conditions</li> <li>• health</li> <li>• crowds</li> <li>• level of supervision required and availability of assistance</li> <li>• local regulations</li> </ul> |
| <b>Craft</b>                               | [one category] <ul style="list-style-type: none"> <li>• bodyboards (slick bottom boards and soft bottom boards)</li> <li>• surfboards (hard surfboards, short and long boards)</li> <li>• sit on kayaks (single and double)</li> </ul>                                                                                                                                                                                                                                                               |
| <b>Equipment</b>                           | [all categories applicable to craft]                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                |                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"> <li>• fins</li> <li>• wetsuit/rash shirt</li> <li>• craft (surfboards, bodyboards, sit ons)</li> <li>• wax</li> <li>• first aid kits</li> <li>• booties</li> <li>• leg ropes</li> <li>• paddles</li> <li>• Personal Floatation Device (<i>sit ons only</i>)</li> <li>• helmets</li> </ul>                                         |
| <b>Hazards</b>                                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rips</li> <li>• lateral currents</li> <li>• marine creatures</li> <li>• rocks</li> <li>• sandbars</li> <li>• other surfers</li> <li>• other equipment</li> <li>• large waves</li> <li>• shorebreaks</li> <li>• dumping waves</li> </ul>                                                             |
| <b>Methods of manoeuvring</b>                  | <p>[all applicable categories]</p> <ul style="list-style-type: none"> <li>• duck diving, press ups and eskimo rolls to get through waves</li> <li>• linking of intermediate and advanced manoeuvres, cutbacks and floaters</li> <li>• forward and reverse strokes, forward and reverse sweeps, low support and rudder strokes (<i>sit on kayaks only</i>)</li> </ul> |
| <b>Paddling techniques</b>                     | <p>[all applicable categories]</p> <ul style="list-style-type: none"> <li>• freestyle action</li> <li>• butterfly action, where appropriate</li> <li>• deep sculling action under the water</li> <li>• forward and reverse strokes, forward and reverse sweeps, low support and rudder strokes (<i>sit on kayaks only</i>)</li> </ul>                                |
| <b>Statutory and organisational procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes <ul style="list-style-type: none"> <li>○ permits from land management authorities</li> <li>○ authority/permission from landowners</li> <li>○ documented operating procedures and company/enterprise policies</li> </ul> </li> </ul>                                                        |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the different design features of craft and the affect of design on surfing technique in their use to perform complex manoeuvres on advanced waves</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering one category of craft and the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>Apply knowledge of surfing techniques and hazards to surf in a safe manner using complex manoeuvres on advanced waves</li> <li>Manoeuvre and control one type of craft, demonstrating advanced/complex manoeuvres on advanced waves</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSRF003B Perform intermediate level surfing manoeuvres</li> <li>SROSRF004B Perform a simple rescue in moderate surf conditions</li> <li>SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROSRF006B Perform a comprehensive range of rescues in moderate to difficult surf conditions</li> </ul> </li> </ul>          |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Differences in design and construction features between various models within a category of craft (bodyboards, surfboards, sit-ons)</li> <li>Surf awareness and surf survival</li> <li>Wave characteristics</li> <li>Effect of wind, tide, weather and currents on surfing</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to swim in surf in advanced waves</li> <li>Surf survival/self - rescue techniques in advanced waves</li> </ul> </li> </ul>                                                                                                                                                                                                                                    |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>a surf beach</li> <li>craft for surfing</li> <li>rescue and safety equipment</li> <li>personal clothing</li> <li>first aid kit</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>have current knowledge and understanding of the</li> </ul> </li> </ul>                                                                      |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                           |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as techniques, hazards, equipment and manoeuvres, 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 surfing on advanced waves</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of participating in an actual surfing activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |



| KEY 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              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collect information regarding the beach conditions and features</li> <li>• <b>Communicating ideas and information</b> - Discussing surf conditions with other surfers</li> <li>• <b>Planning and organising activities</b> - Planning easiest and safest location to get out through break</li> <li>• <b>Working with teams and others</b> - Sharing a break with other surfers</li> <li>• <b>Using mathematical ideas and techniques</b> - Describing the height of waves and speed/direction of wind</li> <li>• <b>Solving problems</b> - Dealing with broken equipment</li> <li>• <b>Using technology</b> - Using a leg rope on a surfboard</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                                                   |
|------------|-----------------------------------------------------------------------------------|
| SROSRF006B | PERFORM A COMPREHENSIVE RANGE OF RESCUES IN MODERATE TO DIFFICULT SURF CONDITIONS |
|            |                                                                                   |
| SRF        | Surfing                                                                           |

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

This unit deals with the knowledge and skills to perform a comprehensive range of rescues and recoveries in moderate to difficult surf conditions.

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Determine the appropriate rescue/recovery technique</b>                | 1.1 Identify immediate <b>hazards</b> to self and others<br>1.2 Assess <b>risks</b> to self and others<br>1.3 Assess the <b>situational variances</b> in terms of hazards, rescue abilities, degree of urgency, <b>physical and human resources</b><br>1.4 Select a <b>rescue/recovery method</b> suitable to the situation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>2 Demonstrate the necessary skills to perform rescues and recoveries</b> | 2.1 Utilise correctly, rescue tubes and rescue <b>craft</b> to perform a rescue and bring a rescuee to shore<br>2.2 Select appropriate approach and contact methods with the rescuee to reduce the possibility of injury or submersion of the rescuer<br>2.3 Demonstrate rescues of conscious and unconscious patients, displaying the ability to support, tow and monitor the patient<br>2.4 Demonstrate adequate carrying techniques to ensure clear airways<br>2.5 Demonstrate deep water resuscitation techniques in accordance with industry standards<br>2.6 Apply relevant signals and signs to communicate with other persons involved in the rescue, where appropriate<br>2.7 Demonstrate the ability to efficiently rescue without the use of equipment in <b>moderate to difficult surf conditions</b><br>2.8 Apply <b>advanced resuscitation techniques</b> to revive distressed and unconscious patients |

## Range Statements

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

| RANGE STATEMENT                              | CATEGORIES                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advanced resuscitation techniques</b>     | <ul style="list-style-type: none"> <li>• use of oxygen and oxygen equipment</li> </ul>                                                                                                                                                                                                                                      |
| <b>Craft</b>                                 | <p>[one category]</p> <ul style="list-style-type: none"> <li>• hard surfboards</li> <li>• soft surfboards</li> <li>• bodyboards</li> <li>• sit on top kayaks</li> </ul>                                                                                                                                                     |
| <b>Hazards</b>                               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rips</li> <li>• lateral currents</li> <li>• marine creatures</li> <li>• rocks</li> <li>• sandbars</li> <li>• other surfers</li> <li>• other equipment</li> <li>• large waves</li> <li>• shorebreaks</li> <li>• dumping waves</li> <li>• rescuee</li> </ul> |
| <b>Moderate to difficult surf conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• wave height 1 to 2 metres</li> <li>• broken and unbroken waves</li> <li>• choppy/rough conditions</li> </ul>                                                                                                                                               |
| <b>Physical and human resources</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• fins</li> <li>• rescue tubes</li> <li>• rescues boards</li> <li>• surfboards</li> <li>• bodyboards</li> <li>• rope</li> <li>• knife</li> <li>• whistles</li> <li>• wetsuit</li> <li>• wax</li> <li>• lifeguards</li> </ul>                                 |

|                                |                                                                                                                                                                                            |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"><li>• bystanders/members of the public</li></ul>                                                                                                         |
| <b>Rescue/recovery methods</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• assisted</li><li>• unassisted</li><li>• tube rescues</li><li>• craft rescues</li><li>• rescues without equipment</li></ul> |
| <b>Risks</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"><li>• imminent drowning</li><li>• injury</li><li>• hypothermia</li></ul>                                                         |
| <b>Situational variances</b>   | <p>[all categories]</p> <ul style="list-style-type: none"><li>• size of the surf</li><li>• availability of assistance</li><li>• imminent hazards</li><li>• imminent risks</li></ul>        |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of the ability to apply a comprehensive knowledge of the principles underpinning surf rescues in all surf conditions in the workplace</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>apply knowledge of the principles underpinning surf rescues in all surf conditions to choose an appropriate rescue technique to suit the situation</li> <li>perform a variety of rescues in response to predictable and unpredictable situations in surf of 1 to 2 metres</li> <li>use rescue tubes and craft to perform rescues as well as to rescue without the aid of equipment</li> <li>improvise, in a wide variety of circumstances</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROSRF003B Perform intermediate level surfing manoeuvres</li> <li>SROSRF004B Perform a simple rescue in moderate surf conditions</li> <li>SROODR003A Plan outdoor recreation activities (advanced)</li> <li>SRXEMR003A Administer oxygen in an emergency situation</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRXEMR002A Coordinate emergency response</li> <li>SROSRF005B Perform advanced level surfing manoeuvres</li> <li>SRCAQU007A Respond to an aquatic emergency using advanced water rescue techniques</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Surf awareness</li> <li>Surf survival techniques</li> <li>Self rescue techniques</li> <li>First aid knowledge</li> <li>Resuscitation techniques and Australian Resuscitation Council standards</li> <li>Available emergency services and contacts</li> <li>Equipment usage in rescue conditions</li> <li>Communication systems</li> <li>Use and care of oxygen equipment</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to be able to swim in moderate to difficult surf conditions</li> <li>Paddling and handling surf craft in moderate to difficult surf conditions</li> <li>Ability to tow a patient with a rescue tube in moderate to difficult surf conditions</li> <li>Ability to paddle a patient to the beach on varied craft in moderate</li> </ul> </li> </ul>                                                                            |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>to difficult surf conditions</p> <ul style="list-style-type: none"> <li>○ First aid skills appropriate to the location and level of responsibility</li> <li>○ Ability to carry out advanced resuscitation techniques including the use of oxygen</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ rescue craft and equipment</li> <li>○ oxygen equipment</li> <li>○ a surfing location with moderate to difficult surf conditions</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as situational variances, resources and hazards, 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 emergency situations within a surfing context</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of realistic simulations in moderate to difficult surf conditions. In situations where moderate to difficult surf conditions are not present, the assessor must demonstrate a level of physical fitness to cope with these conditions via a range of other methods, eg, run, swim, run</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                 |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and assessing information regarding an incident to formulate rescue plan</li> <li>• <b>Communicating ideas and information</b> - Communicating with other rescuers to perform rescue</li> <li>• <b>Planning and organising activities</b> - Planning and organising resources required to effect rescue</li> <li>• <b>Working with teams and others</b> - Working as part of a team of rescuers</li> <li>• <b>Using mathematical ideas and techniques</b> - Counting breaths and compressions in a cardio pulmonary resuscitation (CPR) situation</li> <li>• <b>Solving problems</b> - Dealing with multiple casualties in an incident</li> <li>• <b>Using technology</b> - Using oxygen equipment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|             |                        |
|-------------|------------------------|
| SROS RF007A | GUIDE SURFING SESSIONS |
|             |                        |
| SRF         | Surfing                |

**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 during a surfing session not exceeding one days duration.

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select appropriate equipment for the group</b> | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition<br>1.2 Fit and adjust <b>equipment</b> correctly and ensure suitability to the participant and conditions<br>1.3 Assess <b>equipment</b> for safety and suitability for the activity<br>1.4 Check <b>safety and rescue equipment</b> to ensure suitability to group and planned session                                                                                                                                                                                                                                                                                 |
| <b>2 Plan a surfing session for clients</b>         | 2.1 Assess skill level, experience and physical capabilities of each member of the group<br>2.2 Establish attainable group objectives<br>2.3 Select suitable location for session to suit abilities and objectives of the group<br>2.4 Obtain and interpret weather information for local conditions of the session<br>2.5 Obtain permits or permission for access where necessary<br>2.6 Ensure correct leader/client ratios are met<br>2.7 Prepare a checklist for personal equipment as session leader<br>2.8 Determine food and drink requirements for group taking into account contextual issues<br>2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan     |
| <b>3 Brief clients</b>                              | 3.1 Communicate logistical details to clients<br>3.2 Brief group of standard safety procedures<br>3.3 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring<br>3.4 Outline procedure following an incident to a group member(s)<br>3.5 Establish verbal and non-verbal <b>communication</b> system for use during session and ensure that all clients understand system(s)                                                                                                                                                                                                                                                           |
| <b>4 Maintain physical welfare of group</b>         | 4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to session planning in terms of food and "in-water" times<br>4.2 Assess capabilities of group members prior to commencing<br>4.3 Ensure all clients are properly equipped for the session and conditions including protection from weather conditions eg sunscreen<br>4.4 Monitor individual client's performance and needs<br>4.5 Monitor weather conditions<br>4.6 Evaluate implications of weather signs on session plans<br>4.7 Implement appropriate modifications to session in regard to all variable factors that are monitored<br>4.9 Control the group to maintain a safe enjoyable atmosphere<br>4.10 Apply risk management plan |
| <b>5 Establish effective communication</b>          | 5.1 Communicate clearly objectives and nature of the session to the group<br>5.2 Provide clear and concise direction and advice to group during the session<br>5.3 Ensure that good <b>communication</b> exists between all group members by                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



|                                                    |                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | <p>encouraging interaction</p> <p>5.4 Encourage feedback and questioning from group members</p> <p>5.5 Devolve decision making where appropriate</p> <p>5.6 Recognise and resolve conflict situations</p> <p>5.7 Provide positive encouragement and empathy</p>                                           |
| <b>6 Lead a group of surfers safely</b>            | <p>6.1 Monitor appropriate spacing between clients appropriate to conditions</p> <p>6.2 Identify a variety of potential <b>hazards</b></p> <p>6.3 Respond accordingly to any emergency or non-routine situation</p>                                                                                       |
| <b>7 Conduct activity in a professional manner</b> | <p>7.1 Avoid contentious issues in general conversation</p> <p>7.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words</p> <p>7.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals</p>  |
| <b>8 Complete post-session responsibilities</b>    | <p>8.1 Notify relevant authority of session completion</p> <p>8.2 Retrieve, inspect, repair and store (or retire) <b>equipment</b> according to procedures</p> <p>8.3 Evaluate, including client feedback, all aspects of session organisation and conduct</p> <p>8.4 Suggest modifications if needed</p> |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as 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] <ul style="list-style-type: none"> <li>• verbal</li> <li>• whistles</li> <li>• hand signals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Contextual issues | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• season</li> <li>• weather</li> <li>• type of board/craft</li> <li>• experience of clients</li> <li>• age of clients</li> <li>• physical health of clients</li> <li>• number of staff</li> <li>• transport</li> <li>• personal requirements</li> <li>• safety requirements</li> <li>• size of the surf</li> <li>• type of craft</li> <li>• hazards</li> <li>• access to the beach</li> <li>• personal experience and ability</li> <li>• swimming abilities</li> <li>• tide</li> <li>• prevailing surf conditions</li> <li>• crowds</li> <li>• level of supervision required and availability of assistance</li> <li>• local regulations</li> </ul> |
| Equipment         | [all relevant categories] <ul style="list-style-type: none"> <li>• fins</li> <li>• wetsuit/rash shirt</li> <li>• craft (surfboards, bodyboards, sit ons)</li> <li>• wax</li> <li>• first aid kits</li> <li>• booties</li> <li>• leg ropes</li> <li>• paddles</li> <li>• helmets</li> <li>• board/craft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>Hazard</b>                      | <p>[all categories relevant to location]</p> <ul style="list-style-type: none"><li>• rips</li><li>• lateral currents</li><li>• marine creatures</li><li>• rocks</li><li>• sandbars</li><li>• other surfers</li><li>• other equipment</li><li>• large waves</li><li>• manmade objects</li><li>• shorebreaks</li><li>• dumping waves</li></ul> |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• first aid kit</li><li>• throwbag and/or ropes</li><li>• whistle</li></ul>                                                                                                                                                                                                    |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of guiding a surf session with clients on a location not exceeding personal surfing abilities on sessions that do not exceed one day's duration</li> <li>• 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 surfing sessions for clients</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>○ conduct surfing sessions at a number of different locations to suit                   <ul style="list-style-type: none"> <li>▪ different client needs</li> <li>▪ different activity aims</li> <li>▪ different types of client groups</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSRF003B Perform intermediate level surfing manoeuvres</li> <li>○ SROSRF004B Perform a simple rescue in moderate surf conditions</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> <li>○ SROODR005A Guide outdoor recreation sessions</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS003B Apply weather information</li> </ul> </li> </ul>                                                                                                                                                                                                                                                     |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Rescue knowledge</li> <li>○ Hydrology</li> <li>○ Equipment usage in rescue situations</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Selection and use of equipment for trips</li> <li>○ Location knowledge</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Personal surfing skills to a high level of technical correctness</li> <li>○ Swimming ability</li> <li>○ Use of rescue equipment</li> <li>○ Navigation skills</li> <li>○ Group control</li> <li>○ First aid skills appropriate to location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ surfing locations suitable for the activity</li> <li>○ personal clothing</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                   | <ul style="list-style-type: none"> <li>○ organisation policy and procedures</li> <li>○ boards and associated surfing equipment</li> <li>○ transport</li> <li>○ food and water</li> <li>○ rescue equipment</li> <li>○ safety equipment</li> <li>○ navigation equipment</li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 surfing session</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity whilst guiding surfing session with real clients</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                              |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting session information for the proposed activity</li> <li>• <b>Communicating ideas and information</b> - Briefing clients on procedures during activity</li> <li>• <b>Planning and organising activities</b> - Planning details of entry and exit point along with emergency contingencies</li> <li>• <b>Working with teams and others</b> - Working with client groups and other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating amount of equipment required</li> <li>• <b>Solving problems</b> - Dealing with any injuries that may occur during the activity</li> <li>• <b>Using technology</b> - Using flags to identify surfing area</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|             |                     |
|-------------|---------------------|
| SROS RF008A | GUIDE SURFING TRIPS |
|             |                     |
| SRF         | Surfing             |

**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 extended surfing trips.

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select appropriate equipment for the group</b> | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition<br>1.2 Fit and adjust <b>equipment</b> correctly and ensure suitability to the participant and conditions<br>1.3 Assess <b>equipment</b> for safety and suitability for the activity<br>1.4 Check <b>safety and rescue equipment</b> to ensure suitability to group and planned trip                                                                                                                                                                                                                                                                       |
| <b>2 Plan a surfing trip for clients</b>            | 2.1 Assess skill level, experience and physical capabilities of each member of the group<br>2.2 Establish attainable group objectives<br>2.3 Select suitable location for trip to suit abilities and objectives of the group<br>2.4 Obtain and interpret weather information for local conditions of the trip<br>2.5 Obtain permits or permission for access where necessary<br>2.6 Ensure correct leader/client ratios are met<br>2.7 Prepare a checklist for personal equipment as trip leader<br>2.8 Determine food and drink requirements for group taking into account contextual issues<br>2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan |
| <b>3 Brief clients</b>                              | 3.1 Communicate logistical details to clients<br>3.2 Brief group of standard safety procedures<br>3.3 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring<br>3.4 Outline procedure following an incident to a group member(s)<br>3.5 Establish verbal and non-verbal <b>communication</b> system for use during trip and ensure that all clients understand system(s)                                                                                                                                                                                                                                                 |
| <b>4 Maintain physical welfare of group</b>         | 4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food and "in-water" times<br>4.2 Assess capabilities of group members on the day before commencing<br>4.3 Ensure all clients are properly equipped for the trip and conditions<br>4.4 Monitor individual client's performance and needs<br>4.5 Monitor weather conditions<br>4.6 Evaluate implications of weather signs on trip plans<br>4.7 Implement appropriate modifications to trip in regard to all variable factors that are monitored<br>4.9 Control the group to maintain a safe enjoyable atmosphere<br>4.10 Apply risk management plan                                                 |
| <b>5 Establish effective communication</b>          | 5.1 Communicate clearly objectives and nature of the trip to the group<br>5.2 Provide clear and concise direction and advice to group during the trip<br>5.3 Ensure that good <b>communication</b> exists between all group members by encouraging interaction<br>5.4 Encourage feedback and questioning from group members                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                              | 5.5 Devolve decision making where appropriate<br>5.6 Recognise and resolve conflict situations<br>5.7 Provide positive encouragement and empathy                                                                                                                                                                                                                                                                                                                   |
| <b>6 Lead a group of surfers safely</b>                                      | 6.1 Monitor appropriate spacing between clients appropriate to conditions<br>6.2 Identify a variety of potential <b>hazards</b><br>6.3 Respond accordingly to any emergency or non-routine situation                                                                                                                                                                                                                                                               |
| <b>7 Select and maintain a temporary site using minimal impact practices</b> | 7.1 Select a suitable site with reference to minimal impact on the environment<br>7.2 Arrange shelter appropriate for prevailing weather conditions<br>7.3 Establish site to ensure comfort and safety of the group<br>7.4 Use minimal impact relevant to the local environment during use of the site<br>7.5 Explain relevant minimum impact practices to group and monitor their compliance<br>7.6 Return site to an equal or greater standard on your departure |
| <b>8 Conduct activity in a professional manner</b>                           | 8.1 Avoid contentious issues in general conversation<br>8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words<br>8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals                                                                                                                                                                          |
| <b>9 Complete post-trip responsibilities</b>                                 | 9.1 Notify relevant authority of trip completion<br>9.2 Retrieve, inspect, repair and store (or retire) <b>equipment</b> according to procedures<br>9.3 Evaluate, including client feedback, all aspects of trip organisation and conduct<br>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] <ul style="list-style-type: none"> <li>• verbal</li> <li>• whistles</li> <li>• hand signals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Contextual issues | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• season</li> <li>• weather</li> <li>• type of board/craft</li> <li>• experience of clients</li> <li>• age of clients</li> <li>• physical health of clients</li> <li>• number of staff</li> <li>• transport</li> <li>• personal requirements</li> <li>• safety requirements</li> <li>• size of the surf</li> <li>• type of craft</li> <li>• hazards</li> <li>• access to the beach</li> <li>• personal experience and ability</li> <li>• swimming abilities</li> <li>• tide</li> <li>• prevailing surf conditions</li> <li>• crowds</li> <li>• level of supervision required and availability of assistance</li> <li>• local regulations</li> </ul> |
| Equipment         | [all applicable categories] <ul style="list-style-type: none"> <li>• fins</li> <li>• wetsuit/rash shirt</li> <li>• craft (surfboards, bodyboards, sit ons)</li> <li>• wax</li> <li>• first aid kits</li> <li>• booties</li> <li>• leg ropes</li> <li>• paddles</li> <li>• helmets</li> <li>• board/craft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <b>Hazard</b>                      | <p>[all categories relevant to location]</p> <ul style="list-style-type: none"><li>• rips</li><li>• lateral currents</li><li>• marine creatures</li><li>• rocks</li><li>• sandbars</li><li>• other surfers</li><li>• other equipment</li><li>• large waves</li><li>• manmade objects</li><li>• shorebreaks</li><li>• dumping waves</li></ul> |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• first aid kit</li><li>• throwbag and/or ropes</li><li>• whistle</li></ul>                                                                                                                                                                                                    |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of guiding a surf trip with clients on a location not exceeding personal surfing abilities on trips that may require overnight arrangements in the workplace</li> <li>• 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 surfing trips for clients</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>○ conduct surfing programs at a number of different locations to suit                   <ul style="list-style-type: none"> <li>▪ different client needs</li> <li>▪ different activity aims</li> <li>▪ different types of client groups</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROSRF007A Guide surfing sessions</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS006B Use and maintain a temporary or overnight site</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Rescue knowledge</li> <li>○ Hydrology</li> <li>○ Equipment usage in rescue situations</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Selection and use of equipment for trips</li> <li>○ Location knowledge</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Personal surfing skills to a high level of technical correctness</li> <li>○ Swimming ability</li> <li>○ Use of rescue equipment</li> <li>○ Navigation skills</li> <li>○ Group control</li> <li>○ First aid skills appropriate to location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ surfing locations suitable for the activity</li> <li>○ overnight equipment</li> <li>○ personal clothing</li> <li>○ cooking system and utensils</li> <li>○ organisation policy and procedures</li> <li>○ boards and associated surfing equipment</li> <li>○ transport</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ rescue equipment</li> <li>○ safety equipment</li> <li>○ navigation equipment</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 surfing trip</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity whilst guiding surfing trips with real clients</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                           |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting trip information for the proposed activity</li> <li>• <b>Communicating ideas and information</b> - Briefing clients on procedures during activity</li> <li>• <b>Planning and organising activities</b> - Planning details of entry and exit point along with emergency contingencies</li> <li>• <b>Working with teams and others</b> - Working with client groups and other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating amount of equipment required</li> <li>• <b>Solving problems</b> - Dealing with any injuries that may occur during the activity</li> <li>• <b>Using technology</b> - Using flags to identify surfing area</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|             |                                               |
|-------------|-----------------------------------------------|
| SROS RF009A | INSTRUCT BASIC TO INTERMEDIATE SURFING SKILLS |
|             |                                               |
| SRF         | Surfing                                       |

**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 basic to intermediate surfing activity.

| ELEMENT                                                                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1 Plan an instructional session for teaching basic to intermediate surfing skills</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach surfing basic to intermediate skills</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional surfing session for basic to intermediate skills</b>         | 3.1 Communicate the aim of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear (if required) of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>4 Conduct an instructional surfing session for basic to intermediate skills</b>           | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities<br>4.2 Monitor individual client's performance in instructional activities<br>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment<br>4.4 Ensure instructional activity allows for repetition of skills<br>4.5 Evaluate instructional activities for effectiveness and implement                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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

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| <b>9<br/>Communicate further surfing knowledge</b>                                      | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in surfing</p> <p>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice</p> <p>9.3 Inform clients of opportunities to further develop their personal skills and knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>10 Conclude and evaluate the basic to intermediate surfing instructional session</b> | <p>10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion</p> <p>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor</p> <p>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</p> <p>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning</p> <p>10.5 Determine modifications to activities and delivery</p> <p>10.6 Evaluate the suitability of <b>other related factors</b></p> |



## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[one categories]</p> <ul style="list-style-type: none"> <li>• bodyboards (slick bottom boards and soft bottom boards)</li> <li>• surfboards (soft surfboards, short and long boards)</li> <li>• sit on kayaks (single and double)</li> <li>• no craft (body surfing)</li> </ul> <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• flippers</li> <li>• wetsuit/rash shirt</li> <li>• craft (surfboards, bodyboards, sit ons)</li> <li>• wax</li> <li>• first aid kits</li> <li>• booties</li> <li>• leg ropes</li> <li>• paddles</li> <li>• helmets</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ rips</li> <li>○ lateral currents</li> <li>○ marine creatures</li> <li>○ rocks</li> <li>○ sandbars</li> <li>○ other surf users</li> <li>○ other equipment</li> <li>○ manmade objects</li> <li>○ large waves</li> <li>○ shorebreaks</li> <li>○ dumping waves</li> <li>○ environmental conditions</li> </ul> </li> </ul>                                                                                                                                              |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                                                                                                                                                                                                                                    |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Other resources</b> | <p>[all relevant categories]</p> <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ food and water</li><li>○ personal clothing</li><li>○ teaching aids</li><li>○ suitable surfing location for teaching of unit(s)</li></ul></li></ul>                                                                                                                                                                                                                         |
| <b>Sequence</b>        | <p>[two categories]</p> <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ simple to complex</li><li>○ "part" to "whole"</li><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul></li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a basic to intermediate surfing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>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 basic to intermediate surfing skills</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>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</li> <li>demonstrate surfing techniques or skills accurately</li> <li>establish a positive learning environment</li> <li>recognise different client abilities and teach to suit individual needs</li> <li>provide constructive feedback which enhances the client's learning</li> <li>provide instruction in required knowledge and skills for surfing</li> <li>apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>BSZ404A Train small groups</li> <li>The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>SROSRF003B Perform intermediate level surfing manoeuvres</li> <li>SROSRF004B Perform a simple rescue in moderate surf conditions</li> </ul> </li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Of activity location and its suitability for the conduct of the instructional session</li> <li>Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>Relevant legislation impacting upon the instruction or conduct of surfing, eg, occupational health and safety (OH&amp;S), land and water management authorities, local government</li> <li>Theories of instruction applicable to a range of ages and learning abilities</li> <li>Client abilities and needs, in order to adapt the instructional session</li> <li>Safety procedures during the conduct or instruction of surfing</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                   | <ul style="list-style-type: none"> <li>• Required skills <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing surfing</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Surfing skills to demonstrate and correct technique</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of basic to intermediate surfing instructional sessions</li> <li>○ surfing equipment, eg, board, wetsuit, fins</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ rescue equipment</li> <li>○ instructional tools <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit, but preferably but be competent in the unit at the level above, i.e., SROSRF010A</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 basic to intermediate surfing skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a basic to intermediate surfing activity with a range of clients (not peers)</li> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills (eg, clock face)</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                  |
|------------|--------------------------------------------------|
| SROSRF010A | INSTRUCT INTERMEDIATE TO ADVANCED SURFING SKILLS |
|            |                                                  |
| SRF        | Surfing                                          |

**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 an intermediate to advanced surfing activity.

| ELEMENT                                                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan an instructional session for teaching intermediate to advanced surfing skills</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach surfing intermediate to advanced skills</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional surfing session for intermediate to advanced skills</b>         | 3.1 Communicate the aim of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear (if required) of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>4 Conduct an instructional surfing session for intermediate to advanced skills</b>           | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities<br>4.2 Monitor individual client's performance in instructional activities<br>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                         | <p>4.4 Ensure instructional activity allows for repetition of skills</p> <p>4.5 Evaluate instructional activities for effectiveness and implement modifications when required</p> <p>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</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures</p> |
| <b>5 Apply appropriate teaching techniques for an intermediate to advanced surfing skills session</b>   | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                                                                                                                                                            |
| <b>6 Teach required knowledge that applies to an intermediate to advanced surfing activity</b>          | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to surfing and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in surfing</p> <p>6.3 Identify minimal impact practices appropriate to surfing, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in surfing, and determine client level of understanding in their use</p>                                                                                                                                                                 |
| <b>7 Teach safety and rescue procedures appropriate to an intermediate to advanced surfing activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to surfing, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to surfing</p> <p>7.4 Demonstrate rescue techniques specific to surfing, and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                                                                                                                                                                                          |
| <b>8 Teach intermediate to advanced surfing skills</b>                                                  | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                                   | <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>9</b></p> <p><b>Communicate further surfing knowledge</b></p>                               | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in surfing</p> <p>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice</p> <p>9.3 Inform clients of opportunities to further develop their personal skills and knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>10 Conclude and evaluate the intermediate to advanced surfing instructional session</b></p> | <p>10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion</p> <p>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor</p> <p>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</p> <p>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning</p> <p>10.5 Determine modifications to activities and delivery method(s), based on evaluations</p> <p>10.6 Evaluate the suitability of <b>other related factors</b></p> |



## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[one category]</p> <ul style="list-style-type: none"> <li>bodyboards (slick bottom boards and soft bottom boards)</li> <li>surfboards (soft surfboards, short and long boards)</li> <li>sit on kayaks (single and double)</li> <li>no craft (body surfing)</li> </ul> <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>fins</li> <li>wetsuit/rash shirt</li> <li>wax</li> <li>first aid kits</li> <li>booties</li> <li>leg ropes</li> <li>paddles</li> <li>helmets</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may include               <ul style="list-style-type: none"> <li>rips</li> <li>lateral currents</li> <li>marine creatures</li> <li>rocks</li> <li>sandbars</li> <li>other surf users</li> <li>other equipment</li> <li>manmade objects</li> <li>large waves</li> <li>shorebreaks</li> <li>dumping waves</li> <li>environmental conditions</li> </ul> </li> </ul>                                                                         |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>location</li> <li>equipment</li> <li>planning process</li> <li>group management</li> <li>sequencing of skill acquisition/progression</li> <li>skill acquisition tasks/activities</li> <li>feedback mechanisms</li> </ul>                                                                                                                                                                                                                 |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Other resources</b> | <p>[all relevant categories]</p> <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ food and water</li><li>○ personal clothing</li><li>○ teaching aids</li><li>○ suitable surfing location for teaching of unit(s)</li></ul></li></ul>                                                                                                                                                                                                                         |
| <b>Sequence</b>        | <p>[two categories]</p> <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ simple to complex</li><li>○ "part" to "whole"</li><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul></li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a intermediate to advanced surfing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 intermediate to advanced surfing skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate surfing techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for surfing</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>▪ SROSRF005B Perform advanced level surfing manoeuvres</li> <li>▪ SROSRF006B Perform a comprehensive range of rescues in moderate to difficult surf conditions</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of surfing (eg, occupational health and safety, land and water management authorities, local government)</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of surfing</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ instructing surfing</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Surfing skills to demonstrate and correct technique</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of intermediate to advanced surfing instructional sessions</li> <li>○ surfing equipment                   <ul style="list-style-type: none"> <li>▪ board</li> <li>▪ wetsuit</li> <li>▪ fins</li> </ul> </li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ rescue equipment</li> <li>○ instructional tools                   <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 intermediate to advanced surfing skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an intermediate to advanced surfing activity with a range of clients (not peers)</li> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills (eg, clock face)</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **TRAIL BIKE RIDING**



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|            |                                                       |
|------------|-------------------------------------------------------|
| SROTBR001A | SELECT, SET UP AND MAINTAIN AN OFF-HIGHWAY MOTORCYCLE |
|            |                                                       |
| TBR        | Trail bike riding                                     |

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

This unit deals with the specific knowledge and skills required to select, set up and maintain an off-highway motorcycle for use under the supervision of person(s) of a higher competency. Other related competencies such as riding and trip planning are defined elsewhere.

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select a motorcycle for off-highway riding</b>               | 1.1 Identify <b>sources</b> where information about off-highway motorcycle selection can be gained<br>1.2 Identify off-highway motorcycle options and justify <b>reasons for selecting</b> one motorcycle over another<br>1.3 Select a motorcycle, ensuring that it meets the <b>needs, size and proportions</b> of the rider<br>1.4 Select an appropriate off highway motorcycle dealer                                                                                                                                                                                                                                                                                                                                           |
| <b>2 Set up a motorcycle for off- highway riding</b>              | 2.1 Select and use relevant manual/manufacture's specifications<br>2.2 Identify <b>aspects of setup</b> which affect motorcycle performance and rider efficiency<br>2.3 Make adjustments and set up <b>controls</b> for comfort and user ease after consideration of these aspects<br>2.4 Identify the range of <b>accessories</b> available to improve performance and <b>rider comfort</b> and attach <b>accessories</b> appropriate to budget constraints and motorcycle use<br>2.5 Check and adjust other <b>off-highway motorcycle parts</b> to ensure correct functioning and safety, based on manufacturer's recommendations<br>2.6 Ensure motorcycle condition meets safety requirements and is roadworthy (if applicable) |
| <b>3 Conduct routine maintenance on an off-highway motorcycle</b> | 3.1 Identify scheduled <b>servicing</b> and <b>regular maintenance tasks</b><br>3.2 Correctly identify repair <b>tools and spare parts</b> and carry correct <b>tools and spare parts</b> for in-field repair kit for off highway riding<br>3.3 Identify <b>off-highway motorcycle parts</b> requiring lubrication, and lubricate as required<br>3.4 Conduct <b>regular maintenance tasks</b> as specified by the manufacturer and with reference to the manufacturer's manual<br>3.5 Correct detected faults or refer to specialist repairers, as required<br>3.6 <b>Clean</b> motorcycle to prevent corrosion damage<br>3.7 Demonstrate repair of a puncture                                                                     |

## Range Statements

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

| RANGE STATEMENT         | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accessories</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• bash/ skid plate</li> <li>• frame guards</li> <li>• fork guards/ boots</li> <li>• fuel tank capacity</li> <li>• seat foam/ cover</li> <li>• chain and sprockets</li> <li>• brake and clutch levers</li> <li>• foot pegs</li> <li>• brake pads</li> <li>• brake disc guards</li> <li>• handlebars</li> <li>• grips</li> <li>• hand guards</li> <li>• route sheet holder</li> <li>• heavy duty tubes</li> <li>• suspension, engine and exhaust pipe modifications</li> <li>• air filter / covers</li> </ul> |
| <b>Aspects of setup</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• handlebar angle/shape and width</li> <li>• angle of clutch and front brake levers</li> <li>• position of clutch and front brake levers on handlebars</li> <li>• free-play of levers and throttle cable barrel</li> <li>• position of rear brake and gear levers</li> <li>• suspension</li> <li>• tyre pressures</li> <li>• gearing</li> <li>• jetting</li> <li>• tyre selection</li> </ul>                                                                                                                |
| <b>Clean</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes but is not limited to removal of <ul style="list-style-type: none"> <li>○ dirt</li> <li>○ excess oil / grease</li> <li>○ rust spores / stains</li> <li>○ water</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                            |
| <b>Controls</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• clutch lever</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>• front brake lever</li> <li>• throttle</li> <li>• gear lever</li> <li>• rear brake lever</li> <li>• decompressor lever (if applicable)</li> <li>• tyre pressures</li> <li>• gearing</li> <li>• jetting</li> <li>• tyre selection</li> <li>• geometry (chain length, fork tube height)</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| <b>Motorcycle options</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes but is not limited to             <ul style="list-style-type: none"> <li>○ all-terrain vehicles (ATVs)</li> <li>○ off highway motorcycles</li> <li>○ attachable options (trailers)</li> <li>○ farm or agriculture motorcycles</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Needs, size and proportions</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• type of motorcycle</li> <li>• terrain motorcycle is to be ridden in</li> <li>• engine capacity</li> <li>• motorcycle code of conduct</li> <li>• height / weight of rider</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Off highway motorcycle parts</b> | <p>[all categories applicable to type of motorcycle]</p> <p>adjustments</p> <ul style="list-style-type: none"> <li>• wheels</li> <li>• tyres</li> <li>• tyre pressures</li> <li>• brakes</li> <li>• pedals</li> <li>• footpegs</li> <li>• seat</li> <li>• levers</li> <li>• suspension</li> <li>• carburettor</li> <li>• handlebar controls</li> <li>• foot controls</li> <li>• engine adjustment</li> <li>• chain adjustment</li> </ul> <p>lubrication</p> <ul style="list-style-type: none"> <li>• includes but is not limited to             <ul style="list-style-type: none"> <li>○ chains</li> <li>○ cables</li> <li>○ levers</li> <li>○ bearings and nipples</li> </ul> </li> </ul> |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                  | <ul style="list-style-type: none"> <li>○ engine</li> <li>○ gearbox</li> <li>○ suspension linkages</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Reasons for selecting</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes but is not limited to             <ul style="list-style-type: none"> <li>○ dominant use</li> <li>○ cost</li> <li>○ maintenance</li> <li>○ availability</li> <li>○ riding conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <b>Regular maintenance tasks</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• fluid levels</li> <li>• air cleaner</li> <li>• fuel and oil filters</li> <li>• engine lubrication</li> <li>• steering system</li> <li>• electrical system</li> <li>• gears</li> <li>• braking system</li> <li>• chain and sprockets</li> <li>• wheel alignment and balance</li> <li>• tyre pressure and condition</li> <li>• detection of changes in performance and noise</li> <li>• cleaning</li> <li>• spark plug</li> <li>• road registration equipment, eg, mirrors, if applicable</li> <li>• muffler silencing maintenance</li> </ul> |
| <b>Rider comfort</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• selection of handgrips</li> <li>• selection of riding apparel</li> <li>• seat, handlebar and lever position</li> <li>• suspension</li> <li>• tyre pressures</li> <li>• footpegs</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| <b>Servicing</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• suspension</li> <li>• engine maintenance</li> <li>• bearings and nipples</li> <li>• chains and sprocket</li> <li>• oil and filters</li> <li>• cable</li> <li>• suspension</li> <li>• muffler silencing maintenance</li> </ul>                                                                                                                                                                                                                                                                                                               |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sources</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include but is not limited to             <ul style="list-style-type: none"> <li>○ internet</li> <li>○ shops</li> <li>○ manufacturers</li> <li>○ clubs</li> <li>○ magazines</li> <li>○ manufacturer's service manuals</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Tools and spare parts</b> | <p>[all categories]</p> <p>to be carried on off-highway motorcycle rider</p> <ul style="list-style-type: none"> <li>• spare tube and tyre levers</li> <li>• patch kit</li> <li>• tube valves</li> <li>• spanner set and/or shifter</li> <li>• pump and/or gas bottles</li> <li>• spare nuts and bolts</li> <li>• spare chain and links</li> <li>• electrical wire</li> <li>• tie wire</li> <li>• screwdrivers</li> <li>• cable ties</li> <li>• electrical tape</li> <li>• clutch and throttle cable (if applicable)</li> <li>• chain breaker</li> <li>• pliers and or multi tool</li> <li>• chain link installer</li> <li>• metal cutting blade (shortened)</li> <li>• small general cutting blade</li> <li>• tow rope</li> <li>• torch</li> <li>• spare goggle lense</li> <li>• first aid kit</li> <li>• tube repair kit</li> <li>• spare control levers</li> <li>• matches/ lighter</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the different parts of an off-highway motorcycle and techniques for maintaining and adjusting an off-highway motorcycle</li> <li>• Assessment of performance should be over the selection and setting up of a bike for three (3) people with different needs (or setting up 3 different bikes for one person), covering the prescribed number of categories from the Range Statements</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ select and set up an off-highway motorcycle to meet individual needs</li> <li>○ maintain/service and clean an off-highway motorcycle</li> </ul> </li> </ul>                                                                                                                                                                            |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ TDTH0101A Interpret road maps and navigate pre-determined routes</li> <li>○ TDTH0201A Plan and navigate routes</li> <li>○ SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul>                                                                                                                                                                                             |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Effect of construction features of off-highway motorcycles on their use</li> <li>○ Features of off-highway motorcycles and motorcycling equipment that provide comfort</li> <li>○ Maintenance tools to conduct regular maintenance under supervision</li> <li>○ Aspects of motorcycle setup that affect performance</li> <li>○ How to adjust controls for maximum efficiency and rider comfort</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Basic motorcycle maintenance in order to conduct routine scheduled tasks in accordance with manufacturer's guidelines</li> </ul> </li> </ul>                                                                                                                                                                                  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ different types of off-highway motorcycles</li> <li>○ repair kit/tools</li> <li>○ spare parts for off-highway motorcycles</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in the unit SROTBR003A Demonstrate advanced off-highway motorcycling skills</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry</li> </ul> </li> </ul> |

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|                                   | <p>through provision of evidence of professional activity in the relevant area</p> <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as differences in off-highway motorcycles and individual requirements, this unit must be assessed over the selection and setting up of a bike for three (3) people with different needs (or setting up 3 different bikes for one person), in order to ensure consistency of performance over the Range Statements and contexts applicable to selecting, setting up and maintaining an off -highway motorcycle</li> </ul>                                                                                                                                                                                                                                                             |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of selection, set up and maintenance of actual/real off-highway motorcycles using riders and off-highway motorcycles and motorcycling equipment</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |



| KEY 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              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Accessing information from manufacturer's manuals and magazines re types of motorcycles, maintenance and repairs, accessories and equipment</li> <li>• <b>Communicating ideas and information</b> - Accessing accessories and other equipment; setting up motorcycle for comfort and efficiency</li> <li>• <b>Planning and organising activities</b> - Sourcing and organising requirements for repair kits; researching locations to ride motorcycle</li> <li>• <b>Working with teams and others</b> - Setting up controls on motorcycle and conducting maintenance</li> <li>• <b>Using mathematical ideas and techniques</b> - Conducting maintenance and repairs; setting up controls on motorcycle</li> <li>• <b>Solving problems</b> - Conducting basic repairs and identifying mechanical problems to report to specialist repairers</li> <li>• <b>Using technology</b> - Performing routine maintenance and basic repairs</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                   |
|------------|---------------------------------------------------|
| SROTBR002A | DEMONSTRATE BASIC OFF-HIGHWAY MOTORCYCLING SKILLS |
|            |                                                   |
| TBR        | Trail bike riding                                 |

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

This unit deals with the specific knowledge and skills required to ride an off-highway motorcycle on *tracks and trails* at an introductory level under supervision of person(s) of a higher competency. Motorcycling 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan off-highway motorcycle rides</b>                              | 1.1 Identify food and fluid requirements based on duration of the ride and the principles of nutrition and energy for an <b>off-highway motorcycle</b> ride<br>1.2 Address packing and storage of food and fluids appropriate to <b>off-highway motorcycle</b> riding<br>1.3 Select an appropriate activity site/location/route demonstrating consideration of <b>statutory requirements</b> , where applicable, and <b>contextual issues</b> relating to the activity<br>1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information                                                                                    |
| <b>2 Select and use equipment and apparel</b>                           | 2.1 Select <b>suitable apparel</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition and fitting is correct<br>2.2 Wear <b>suitable apparel</b> which is adequate for all possible weather conditions and reduces the risk of skin abrasions<br>2.3 Identify <b>additional safety apparel</b> and <b>equipment selection</b><br>2.4 Use and maintain <b>other equipment</b> in accordance with manufacturer's specifications<br>2.5 Pack backpack / bum bag to ensure that heavy contents do not affect balance whilst riding and sharp contents are not protruding                                                            |
| <b>3 Perform pre start checks</b>                                       | 3.1 Carry out <b>pre start checks</b> of <b>off-highway motorcycle</b> to manufacturer's specifications and in line with established safety practices<br>3.2 Take action to correct any deficiencies<br>3.3 Fit attachments and loads in accordance with manufacturer's specifications and safe practices to ensure safety and maintenance of balance<br>3.4 Adjust the motorcycle so that controls are set up correctly for personal use<br>3.5 Select suitable transport (where relevant) and load/unload <b>off-highway motorcycle</b> safely<br>3.6 Secure and transport <b>off-highway motorcycle</b> (where relevant) according to manufacturer's instructions                  |
| <b>4 Demonstrate safe and efficient off-highway motorcycling skills</b> | 4.1 Start <b>off-highway motorcycle</b> using recommended technique to maintain safety and stability<br>4.2 Adopt appropriate posture when riding on varying conditions to achieve efficiency and comfort<br>4.3 Demonstrate a degree of balance and confidence and an understanding of weight distribution<br>4.4 Modify technique to account for changes in <b>terrain</b> and apply recommended weight transfer <b>techniques</b> during cornering<br>4.5 Display efficient use of gears across different <b>terrain</b> features using smooth and timely gear changes<br>4.6 Use throttle and clutch control to maintain maximum traction and acceleration in any given situation |

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                      | <p>4.7 Sit/stand, as required, to enable suitable weight distribution</p> <p>4.8 Demonstrate recommended braking <b>techniques</b> for off-highway conditions</p> <p>4.9 Maintain a steady pace throughout ascents and required weight distribution, throttle, clutch and brake control during descents</p> <p>4.10 Choose routes/lines to minimise damage to the environment and to provide suitable traction on <b>track and trails</b></p> <p>4.11 Survey track to identify <b>hazards</b>, assess <b>risk</b> and select the best route</p> <p>4.12 Use appropriate gear, speed, riding and braking technique to negotiate a range of <b>terrain</b> types whilst maintaining control of motorcycle at all times</p> <p>4.13 Demonstrate navigation skills appropriate to the chosen route</p> <p>4.14 Complete <b>parking procedures</b> in line with safe practice</p> <p>4.15 Modify technique to account for obstacles encountered, and apply weight transfer, throttle clutch and brake <b>techniques</b> during negotiation</p> |
| <b>5 Motorcycle in a safe manner</b> | <p>5.1 Wear/use statutory <b>safety equipment</b> in accordance with state/territory legislation, weather and light conditions</p> <p>5.2 Identify <b>hazards</b> and minimise <b>risk</b> through use of appropriate strategies</p> <p>5.3 Negotiate <b>obstacles</b> in a safe manner</p> <p>5.4 Take <b>measures</b> to guard personal and group safety</p> <p>5.5 Consider the <b>safety of others</b> whilst riding motorcycle</p> <p>5.6 Demonstrate adequate and efficient methods to communicate with motorists and other motorcycle riders</p> <p>5.7 Apply, where relevant, correct group/bunch riding <b>techniques</b></p> <p>5.8 Demonstrate compliance with relevant state/territory road legislation</p> <p>5.9 Assemble and carry an adequate in-field repair kit for the activity location</p>                                                                                                                                                                                                                           |

## Range Statements

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

| RANGE STATEMENT                  | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional safety apparel</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• knee guards</li> <li>• elbow guards</li> <li>• kidney belt</li> <li>• body armour</li> <li>• armoured jacket</li> </ul>                                                                                                                                                                                                                                                                                |
| <b>Contextual issues</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include, but is not limited to               <ul style="list-style-type: none"> <li>○ size</li> <li>○ physical characteristics</li> <li>○ age</li> <li>○ capacity</li> <li>○ performance criteria</li> <li>○ registered nature of motorcycle</li> <li>○ location/ terrain</li> <li>○ weather</li> <li>○ time of day</li> <li>○ length of trip</li> <li>○ noise restrictions</li> </ul> </li> </ul> |
| <b>Equipment selection</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• budget</li> <li>• size</li> <li>• terrain</li> <li>• weather</li> <li>• comfort</li> <li>• Australian Standard (where applicable)</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Hazards</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include, but are not limited to               <ul style="list-style-type: none"> <li>○ other vehicles</li> <li>○ loose gravel</li> <li>○ mud</li> <li>○ snow</li> <li>○ obstacles</li> <li>○ other motorcyclists</li> <li>○ trees and tree roots</li> <li>○ climatic, eg, rain, wind, cold/heat</li> <li>○ fences</li> <li>○ dust</li> </ul> </li> </ul>                                           |

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|                               | <ul style="list-style-type: none"> <li>○ flying insects</li> <li>○ livestock/wildlife</li> <li>○ rocks</li> <li>○ bushes</li> <li>○ water masses</li> <li>○ sheers, cliffs or drop offs</li> </ul>                                                                                                                                                                                                                                     |
| <b>Measures</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• observation of traffic and other motorcyclists</li> <li>• maintenance of safe distance from other riders</li> <li>• safe falling</li> <li>• self arrest</li> <li>• use of appropriate speed for the terrain and conditions</li> <li>• observation of weather conditions and terrain</li> <li>• adequate clothing</li> <li>• adequate food and fluid intake</li> </ul> |
| <b>Obstacles</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• creeks (or water masses)</li> <li>• tree branches</li> <li>• logs</li> <li>• bumps</li> <li>• depressions</li> <li>• pot holes</li> <li>• trees</li> <li>• bushes</li> <li>• rocks</li> <li>• ruts</li> <li>• ascents</li> <li>• declines</li> </ul>                                                                                                                  |
| <b>Off-highway motorcycle</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• all terrain vehicles (ATVs)</li> <li>• off highway motorcycles</li> <li>• attachable options (trailers)</li> <li>• farm or agriculture motorcycles</li> </ul>                                                                                                                                                                                                         |
| <b>Other equipment</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• backpacks/ bum bags</li> <li>• water containers</li> <li>• first aid kits</li> <li>• tools and spare parts/in-field repair kits</li> </ul>                                                                                                                                                                                                                            |
| <b>Parking procedures</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• ensuring handbrake is on (if applicable)</li> <li>• turning engine off before dismounting</li> <li>• parking away from hazards</li> </ul>                                                                                                                                                                                                                             |

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|                               | <ul style="list-style-type: none"> <li>ensuring thoroughfares are kept clear</li> </ul>                                                                                                                                                                                     |
| <b>Pre start checks</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>tyres and wheels</li> <li>controls and cables</li> <li>lights and electrics</li> <li>oil and fuel</li> <li>chain/drive shaft</li> <li>chassis</li> <li>suspension</li> </ul>                                 |
| <b>Risk</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>injuries</li> <li>exhaustion</li> <li>hyper or hypothermia</li> <li>dehydration</li> <li>separation from group</li> <li>mechanical failure</li> <li>collision</li> </ul>                                     |
| <b>Safety equipment</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>helmet</li> <li>lights</li> <li>gloves</li> <li>glasses, eg, protective eyewear</li> <li>horn</li> <li>boots</li> <li>protective clothing</li> </ul>                                                         |
| <b>Safety of others</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may be affected by             <ul style="list-style-type: none"> <li>speed</li> <li>distance from other motorcyclists</li> <li>appropriate group riding techniques</li> </ul> </li> </ul>                   |
| <b>Statutory requirements</b> | <p>all categories]</p> <ul style="list-style-type: none"> <li>may include but is not limited to             <ul style="list-style-type: none"> <li>permits/permission</li> <li>insurance</li> <li>noise limits</li> <li>registration (if applicable)</li> </ul> </li> </ul> |
| <b>Suitable apparel</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>helmet</li> <li>safe footwear</li> <li>protective clothing</li> </ul>                                                                                                                                        |

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|                          | <ul style="list-style-type: none"> <li>• eye protection</li> <li>• gloves</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Techniques</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may be affected by             <ul style="list-style-type: none"> <li>○ change in posture</li> <li>○ change in position on motorcycle or on seat</li> <li>○ weight transfer</li> <li>○ use of gears</li> <li>○ driving technique</li> <li>○ use of controls</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                               |
| <b>Terrain</b>           | <p>[eight out of ten categories]</p> <ul style="list-style-type: none"> <li>• inclines (up and down)</li> <li>• sloping terrain</li> <li>• very soft ground</li> <li>• rocky areas</li> <li>• sand</li> <li>• shallow water crossings</li> <li>• mud/black soil</li> <li>• snow/ice</li> <li>• logs/small round natural obstacles</li> <li>• low jumps</li> </ul>                                                                                                                                                                                                                                                                 |
| <b>Tracks and trails</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• private/ freehold land open to or used by the public for the payment of money or otherwise</li> <li>• terrain types             <ul style="list-style-type: none"> <li>○ main access road, eg, two lane all weather, formed, directional, bi-directional</li> <li>○ access road, eg, single lane, favourable weather, formed, directional, bi-directional</li> <li>○ minor access road, eg, single lane, favourable weather, formed, directional, bi-directional</li> <li>○ track, eg, single lane, unformed, directional, bi-directional</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of off-highway motorcycling equipment and its correct use and of relevant legislation applicable to motorcycling activities</li> <li>Assessment of performance should be over a minimum of three (3) separate rides, each of a minimum duration of one (1) hour, covering the prescribed number of categories from the Range Statements in terrain that is gentle to moderate, and is off-highway</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>plan for off-highway motorcycle rides</li> <li>motorcycle in an efficient and safe manner in gentle to moderate terrain</li> <li>motorcycle on different surfaces with a variety of obstacles and hazards</li> </ul> </li> </ul>                                                                                       |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS001B Implement minimal environmental impact practices</li> <li>SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROTBR001A Select, set up and maintain an off-highway motorcycle</li> <li>TDTH0101A Interpret road maps and navigate pre-determined routes</li> <li>TDTH0201A Plan and navigate routes</li> <li>SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Cornering and braking techniques in different terrain</li> <li>Correct clutch use</li> <li>Use of body positioning</li> <li>Equipment and motorcycle features that provide comfort</li> <li>Personal gear for motorcycling</li> <li>First aid knowledge appropriate to location</li> <li>Required maintenance tools and how to use them</li> <li>Road rules and minimum impact codes for motorcycling</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Navigation skills to plan and follow a route</li> <li>First aid skills appropriate to location and level of experience</li> <li>Planning skills to select location and route</li> <li>Riding techniques to enable safe and efficient riding</li> </ul> </li> </ul>                                                |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>off-highway motorcycle</li> <li>a suitable outdoor environment</li> <li>food and water resources</li> <li>first aid kit</li> <li>repair kit/tools</li> <li>personal protective clothing appropriate to location and conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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|                                   | <ul style="list-style-type: none"> <li>○ navigation equipment (route/site dependant)</li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in the unit SROTBR003A Demonstrate advanced off-highway motorcycling skills</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to the necessity that a range of required techniques should be demonstrated in varying terrain, this unit must be assessed over three (3) 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 off-highway motorcycling skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity. For valid and reliable assessment, competency should be demonstrated whilst participating in an actual/real off-highway motorcycling activity in a diversity of terrain conditions as specified</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                               |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Researching locations to ride off-highway motorcycles</li> <li>• <b>Communicating ideas and information</b> - Communicating with other off-highway motorcycle riders on tracks</li> <li>• <b>Planning and organising activities</b> - Making logistical arrangements prior to rides</li> <li>• <b>Working with teams and others</b> - Planning and participating in rides with other off-highway motorcycle riders</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating fuel requirements for trips</li> <li>• <b>Solving problems</b> - Determining cause of mechanical problems and conducting repairs</li> <li>• <b>Using technology</b> - Conducting routine maintenance and repairs; using navigation equipment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                      |
|------------|------------------------------------------------------|
| SROTBR003A | DEMONSTRATE ADVANCED OFF-HIGHWAY MOTORCYCLING SKILLS |
|            |                                                      |
| TBR        | Trail bike riding                                    |

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

This unit deals with the specific knowledge and skills required to ride an off-highway motorcycle on *tracks and trails*. Motorcycling should be over *moderate to difficult terrain* with hazards. Other related competencies such as navigation and trip planning are defined elsewhere.

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan off-highway motorcycle rides in moderate to difficult terrain</b> | 1.1 Select an appropriate activity site/location/route, <b>track and trail</b> , demonstrating consideration of <b>statutory requirements</b> , where applicable, and <b>contextual issues</b> relating to the activity<br>1.2 Access and interpret meteorological data and determine activity plans following consideration of weather information<br>1.3 Select <b>suitable apparel</b> and <b>additional safety attire</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition and fitting is correct<br>1.4 Secure and transport <b>off-highway motorcycle</b> (where relevant) according to manufacturer's instructions                                                                                                                                                                                                                                                                 |
| <b>2 Demonstrate safe and efficient off-highway motorcycling skills</b>     | 2.1 Carry out <b>pre start checks</b> of <b>off-highway motorcycle</b> to manufacturer's specifications and in line with established safety practices<br>2.2 Adjust the motorcycle so that controls are set up correctly for personal use in <b>moderate to difficult terrain</b><br>2.3 Adopt appropriate posture when riding to achieve efficiency and comfort<br>2.4 Demonstrate a high degree of balance and confidence when riding motorcycle in <b>moderate to difficult terrain</b><br>2.5 Use <b>advanced motorcycling techniques</b> to negotiate a range of terrain types and account for changes in terrain whilst maintaining control of motorcycle at all times<br>2.6 Survey track to identify <b>hazards</b> , assess <b>risk</b> and select the best route<br>2.7 Choose routes/lines to minimise damage to the environment and to provide suitable traction<br>2.8 Demonstrate navigation skills appropriate to the chosen route |
| <b>3 Motorcycle in a safe manner in moderate to difficult terrain</b>       | 3.1 Wear/use statutory safety equipment in accordance with state/territory legislation, weather and light conditions<br>3.2 Identify <b>hazards</b> and minimise <b>risk</b> through use of appropriate strategies<br>3.3 Negotiate <b>obstacles</b> in a safe manner<br>3.4 Take <b>measures</b> to guard personal and group safety<br>3.5 Consider the <b>safety of others</b> whilst riding motorcycle<br>3.6 Demonstrate adequate and efficient methods to communicate with motorists and other motorcycle riders<br>3.7 Apply, where relevant, correct group/bunch riding techniques<br>3.8 Demonstrate compliance with relevant state/territory road legislation<br>3.9 Assemble and carry an adequate in-field repair kit for the activity location                                                                                                                                                                                        |

## Range Statements

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

| RANGE STATEMENT                         | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional safety attire</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• knee guards</li> <li>• elbow guards</li> <li>• kidney belt</li> <li>• body armour</li> <li>• armoured jacket</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Advanced motorcycling techniques</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include but may not be limited to aspects of             <ul style="list-style-type: none"> <li>○ throttle control</li> <li>○ balance/weight distribution</li> <li>○ clutch control</li> <li>○ brake control</li> <li>○ standing/sitting position</li> <li>○ angle of approach to various obstacles</li> <li>○ take off and landing points on varied terrains and obstacles</li> <li>○ reading terrain for traction variables</li> <li>○ appropriate and timely gear selection</li> <li>○ off-highway motorcycle setup</li> </ul> </li> <li>• may be affected by             <ul style="list-style-type: none"> <li>○ weight transfer and distribution</li> <li>○ use of gears</li> <li>○ riding technique</li> <li>○ use of controls</li> </ul> </li> </ul> |
| <b>Contextual issues</b>                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include, but are not limited to             <ul style="list-style-type: none"> <li>○ size</li> <li>○ physical characteristics</li> <li>○ age</li> <li>○ capacity</li> <li>○ performance criteria</li> <li>○ registered nature of motorcycle</li> <li>○ location/ terrain</li> <li>○ weather</li> <li>○ time of day</li> <li>○ length of trip</li> <li>○ noise restrictions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Hazards</b>                          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include, but are not limited to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                      | <ul style="list-style-type: none"> <li>○ other vehicles</li> <li>○ loose gravel</li> <li>○ mud</li> <li>○ snow</li> <li>○ obstacles</li> <li>○ other motorcyclists</li> <li>○ tree roots</li> <li>○ climatic, eg, rain, wind, cold/heat</li> <li>○ fences</li> <li>○ dust</li> <li>○ flying insects</li> <li>○ livestock/wildlife</li> <li>○ trees</li> <li>○ bushes</li> <li>○ rocks</li> <li>○ water masses</li> <li>○ sheers, cliffs or drop offs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Measures</b>                      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• observation of traffic and other motorcyclists</li> <li>• maintenance of safe distance from other riders</li> <li>• safe falling</li> <li>• self arrest</li> <li>• use of appropriate speed for the terrain and conditions</li> <li>• observation of weather conditions and terrain</li> <li>• adequate clothing</li> <li>• adequate food and fluid intake</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Moderate to difficult terrain</b> | <p>[eight out of ten categories]</p> <ul style="list-style-type: none"> <li>• long steep inclines incorporating loose surfaces and step-ups along the incline</li> <li>• long steep declines incorporating loose surfaces and step-downs along the decline</li> <li>• cross slope motorcycling involving irregular terrain</li> <li>• deep water crossings <ul style="list-style-type: none"> <li>○ irregular bottom</li> <li>○ offset entry and exit points</li> </ul> </li> <li>• single lane unformed tracks <ul style="list-style-type: none"> <li>○ narrow</li> <li>○ twisting</li> <li>○ irregular terrain</li> </ul> </li> <li>• irregular sandy terrain <ul style="list-style-type: none"> <li>○ undulating sand</li> <li>○ range of surface conditions from soft to firm</li> <li>○ sand hills</li> </ul> </li> <li>• irregular muddy terrain including <ul style="list-style-type: none"> <li>○ deep mud holes</li> <li>○ ditches</li> <li>○ irregular terrain</li> </ul> </li> <li>• very rough rocky ground <ul style="list-style-type: none"> <li>○ rock strewn creek/river bed or rocky hill trail with obstacles</li> </ul> </li> <li>• snow/ice</li> <li>• large natural obstacles, eg, fallen trees, erosion mounds, washouts</li> <li>• large obstacles, eg, "whoa boys", earth mounds, erosion drains</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>• jumps</li> <li>• slippery inclines/declines</li> </ul>                                                                                                                                                                                                                                                                         |
| <b>Obstacles</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• creeks (and water masses)</li> <li>• tree branches</li> <li>• logs</li> <li>• large bumps, eg, "whoa boys", erosion mounds, washouts</li> <li>• depressions</li> <li>• pot holes</li> <li>• ruts</li> <li>• trees</li> <li>• bushes</li> <li>• rocks</li> <li>• ascents</li> <li>• declines</li> </ul> |
| <b>Off-highway motorcycle</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• all terrain vehicles (ATVs)</li> <li>• off-highway motorcycles</li> <li>• attachable options (trailers)</li> <li>• farm or agriculture motorcycles</li> </ul>                                                                                                                                          |
| <b>Pre start checks</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• tyres and wheels</li> <li>• controls and cables</li> <li>• lights and electrics</li> <li>• oil and fuel</li> <li>• chain/drive shaft</li> <li>• chassis</li> <li>• suspension</li> </ul>                                                                                                               |
| <b>Risk</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• injuries</li> <li>• death</li> <li>• exhaustion</li> <li>• hyper or hypothermia</li> <li>• dehydration</li> <li>• separation from group</li> <li>• mechanical failure</li> <li>• collision</li> </ul>                                                                                                  |
| <b>Safety of others</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may be affected by             <ul style="list-style-type: none"> <li>○ speed</li> <li>○ distance from other motorcyclists</li> </ul> </li> </ul>                                                                                                                                                      |

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|                               | <ul style="list-style-type: none"> <li>○ appropriate group riding techniques</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Statutory requirements</b> | <p>all categories]</p> <ul style="list-style-type: none"> <li>• include but are not limited to             <ul style="list-style-type: none"> <li>○ permits / permission</li> <li>○ insurance</li> <li>○ noise limits</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Suitable apparel</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• helmet</li> <li>• safe footwear</li> <li>• protective clothing</li> <li>• eye protection</li> <li>• gloves</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tracks and trails</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• private/ freehold land open to or used by the public for the payment of money or otherwise</li> <li>• terrain types             <ul style="list-style-type: none"> <li>○ main access road, eg, two lane all weather, formed, directional, bi-directional</li> <li>○ access road, eg, single lane favourable weather, formed, directional, bi-directional</li> <li>○ minor access road, single line favourable weather, formed, directional, bi-directional</li> <li>○ track, eg, single lane, unformed, directional, bi-directional</li> </ul> </li> </ul> |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of off-highway motorcycling techniques in moderate to difficult terrain</li> <li>• Assessment of performance should be over a minimum of three (3) separate rides, each of a minimum duration of half a day's duration, covering the prescribed number of categories from the Range Statements in terrain that is moderate to difficult, and is off-highway. Assessment must also incorporate motorcycle riding in both wet and dry conditions</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ plan for off-highway motorcycle rides in moderate to difficult terrain</li> <li>○ use advanced techniques to motorcycle in an efficient and safe manner in moderate to difficult terrain</li> <li>○ motorcycle on different surfaces with a variety of obstacles and hazards</li> <li>○ off highway motorcycle in both wet and dry conditions</li> </ul> </li> </ul>                                                                                                                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROTBR001A Select, set up and maintain an off-highway motorcycle</li> <li>○ SROTBR002A Demonstrate basic off-highway motorcycling skills</li> <li>○ SROOPS002B Plan for minimal environmental impact practices</li> <li>○ SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ TDTH0101A Interpret road maps and navigate pre-determined routes</li> <li>○ TDTH0201A Plan and navigate routes</li> <li>○ SRONAV001B Navigate in tracked or easy untracked areas</li> <li>○ SRONAV002B Navigate in difficult or trackless areas</li> </ul> </li> </ul>                                                                                              |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Handling characteristics of off-highway motorcycles in difficult terrain</li> <li>○ Environmental impact of off-highway motorcycling and methods to minimise that impact</li> <li>○ Cornering and braking techniques in difficult terrain</li> <li>○ Correct clutch and throttle use in difficult terrain</li> <li>○ Use of body positioning in difficult terrain</li> <li>○ Approach angles and their application to jumps</li> <li>○ Correct throttle control and gear selection during take off and landing</li> <li>○ First aid knowledge appropriate to location</li> <li>○ Road rules and minimum impact codes for motorcycling</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Navigation skills to plan and follow a route</li> <li>○ First aid skills appropriate to location and level of experience</li> <li>○ Advanced motorcycling techniques to enable safe and efficient off highway travel</li> <li>○ Skills and attitude to reduce environmental impact of off-highway</li> </ul> </li> </ul> |



|                                   | motorcycling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>off-highway motorcycle</li> <li>a variety of different outdoor environments with a range of features which meet the specified definition of difficult terrain</li> <li>first aid kit</li> <li>repair kit/tools</li> <li>personal protective clothing appropriate to location and conditions</li> <li>navigation equipment (route/site dependant)</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit but preferably be competent in the unit at the level above (i.e., SROTBR004A Participate in extended off highway motorcycle tours)</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to the necessity that a range of required techniques should be demonstrated in varying terrain, this unit must be assessed over a minimum of three (3) separate rides, each of a minimum duration of half a day's duration, in order to ensure consistency of performance over the Range Statements and contexts applicable to advanced off-highway motorcycling skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment, this unit of competency must be assessed in the context of participation in an actual/real off-highway motorcycling activity in a diversity of terrain conditions as specified</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Accessing information on locations to ride, permit requirements, weather information, etc</li> <li>• <b>Communicating ideas and information</b> - Communicating with other riders in same location/on same track</li> <li>• <b>Planning and organising activities</b> - Sourcing equipment and other resources (eg, repair kit) for a off-highway ride</li> <li>• <b>Working with teams and others</b> - Riding as a group</li> <li>• <b>Using mathematical ideas and techniques</b> - Using advanced riding techniques (balance, weight transfer) and using appropriate angle of approach</li> <li>• <b>Solving problems</b> - Making in-field repairs when off-highway motorcycle riding</li> <li>• <b>Using technology</b> - Conducting repairs and routine maintenance and services</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                      |
|------------|------------------------------------------------------|
| SROTBR004A | PARTICIPATE IN EXTENDED OFF-HIGHWAY MOTORCYCLE TOURS |
| TBR        | Trail bike riding                                    |

**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 off-highway motorcycle touring activities for overnight or more extended periods. Other related competencies such as navigation and camp craft are defined elsewhere.

| ELEMENT                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for an off-highway motorcycle tour</b>  | 1.1 Ensure sufficient food and water is carried or is available en route to maintain physiological well-being during the tour<br>1.2 Select personal and protective clothing for the activity and identify the design/construction features that make it appropriate, demonstrating consideration of all possible weather conditions<br>1.3 Select an appropriate <b>route</b> , demonstrating consideration of <b>statutory requirements and organisational procedures</b> (where applicable) and <b>contextual issues</b> relating to the activity<br>1.4 Identify and organise <b>route requirements</b> , including permits and locations for overnight camping or accommodation<br>1.5 Access and interpret meteorological data and determine tour plans following consideration of weather information<br>1.6 Select a motorcycle, ensuring that it meets the needs, size and proportions of the rider as well as the chosen route and terrain |
| <b>2 Conduct pre tour checks</b>                  | 2.1 Perform routine pre-departure <b>checks</b> of off-highway motorcycle and take action to correct any deficiency<br>2.2 Set up controls for comfort and user ease after consideration of the planned <b>route</b> and trip duration<br>2.3 Determine the advantages and disadvantages of different methods of carrying gear and select a method appropriate to the terrain and expected conditions<br>2.4 Identify <b>comfort items</b> to improve ride, after consideration of terrain, weather conditions and <b>route</b> length<br>2.5 Load off-highway motorcycle correctly on to vehicle (where necessary)<br>2.6 Ensure the proposed tour is realistic in terms of the fitness level of the persons participating                                                                                                                                                                                                                          |
| <b>3 Negotiate an off-highway route</b>           | 3.1 Pack and load gear to ensure adverse affects on balance are minimised and gear does not fall off or become loose<br>3.2 Maintain balance and control of the off-highway motorcycle at all times over different terrain types and gradients<br>3.3 Maintain tyre pressure at recommended minimum pressure for conditions and load<br>3.4 Interpret and follow maps accurately<br>3.5 Maintain correct position on the <b>road</b> /track to avoid collisions with vehicles (where applicable) and other recreational users<br>3.6 Pace motorcycling to maintain group cohesion and allow endurance<br>3.7 Adopt group/bunch riding techniques (where appropriate)<br>3.8 Use designated lead and/or tail motorcycles (where appropriate)                                                                                                                                                                                                          |
| <b>4 Demonstrate a high level of riding skill</b> | 4.1 Adopt appropriate posture when riding to achieve efficiency and comfort and reduce repetitive strain over long rides<br>4.2 Modify technique to account for changes in terrain and gradient and apply                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                              | <p>recommended weight transfer techniques when cornering</p> <p>4.3 Display efficient use of gears across different terrain features, demonstrating smooth and timely gear changes</p> <p>4.5 Demonstrate recommended braking techniques for off-highway conditions</p> <p>4.6 Survey track to identify <b>hazards</b>, assess risk and select the best route</p> <p>4.7 Choose routes/lines to minimise damage to the environment and to provide suitable traction</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>5 Tour in a safe manner</b>                                               | <p>5.1 Wear/use statutory <b>safety equipment</b> in accordance with state/territory legislation and weather and light conditions</p> <p>5.2 Identify <b>hazards</b> and minimise <b>risks</b> through use of appropriate strategies</p> <p>5.3 Negotiate <b>obstacles</b> in a safe manner</p> <p>5.4 Take <b>measures</b> to guard personal and group safety</p> <p>5.5 Consider the <b>safety of others</b> whilst off-highway motorcycling</p> <p>5.6 Modify a general first aid kit for off-highway motorcycle touring, and identify potential <b>first aid situations</b></p> <p>5.7 Demonstrate adequate and efficient methods to communicate with other motorcyclists, motorists and other users</p> <p>5.8 Demonstrate compliance with relevant state/territory <b>road</b> and resource management legislation</p> <p>5.9 Develop, and demonstrate a commitment to, a personal conservation ethic for off-highway motorcycle touring</p> <p>5.10 Demonstrate and apply <b>rider etiquette</b></p> |
| <b>6 Conduct off-highway motorcycle maintenance and repairs in the field</b> | <p>6.1 Identify the types of repairs that may be necessary on extended off-highway motorcycle tours and the <b>tools and spare parts</b> required to undertake these repairs in-field</p> <p>6.2 Assemble and carry an extensive in-field repair kit suitable to the activity location and terrain</p> <p>6.3 Conduct routine inspection checks and <b>maintenance</b> as required during the off-highway motorcycle tour and repairs</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Range Statements

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

| RANGE STATEMENT             | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Checks</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• chain/drive shaft</li> <li>• controls and cables</li> <li>• lights and electrics</li> <li>• oil and fuel</li> <li>• chassis</li> <li>• suspension</li> <li>• brakes</li> <li>• tyres and wheels</li> <li>• accessories</li> </ul>                                                                                                                                                                                                                       |
| <b>Comfort items</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• bash/skid plate</li> <li>• frame guards</li> <li>• fork guards</li> <li>• seat - foam cover</li> <li>• route sheet holder</li> <li>• hand guards</li> </ul>                                                                                                                                                                                                                                                                                             |
| <b>Contextual issues</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include but are not limited to               <ul style="list-style-type: none"> <li>○ size/physical strength of riders</li> <li>○ age of riders</li> <li>○ weather</li> <li>○ distance</li> <li>○ duration</li> <li>○ group size</li> <li>○ group abilities and fitness</li> <li>○ support resources</li> <li>○ safety requirements</li> <li>○ noise restrictions</li> <li>○ type of motorcycle</li> <li>○ road track conditions</li> </ul> </li> </ul> |
| <b>First aid situations</b> | <p>[all categories depending on location]</p> <ul style="list-style-type: none"> <li>• include, but are not limited to               <ul style="list-style-type: none"> <li>○ fatigue</li> <li>○ hyper/hypothermia</li> <li>○ chaffing</li> <li>○ blisters</li> <li>○ abrasions</li> </ul> </li> </ul>                                                                                                                                                                                                                   |

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|                    | <ul style="list-style-type: none"> <li>○ dehydration</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Hazards</b>     | <p>[all categories applicable to route]</p> <ul style="list-style-type: none"> <li>• include, but are not limited to             <ul style="list-style-type: none"> <li>○ sharp corners</li> <li>○ steep gullies</li> <li>○ loose surface, eg, sand, gravel, mud</li> <li>○ obstacles</li> <li>○ other motorcyclists</li> <li>○ tree roots and overhanging branches</li> <li>○ temperature extremes, eg, rain, wind, cold/heat</li> <li>○ river/creek crossings</li> <li>○ other vehicles</li> <li>○ fences</li> <li>○ livestock</li> <li>○ trees and bushes</li> <li>○ insects</li> <li>○ sheers, cliffs or drop offs</li> </ul> </li> </ul> |
| <b>Maintenance</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• fluid levels</li> <li>• air cleaner</li> <li>• fuel and oil filters</li> <li>• engine lubrication</li> <li>• steering system</li> <li>• electrical system</li> <li>• brake checks and adjustment</li> <li>• gear checks and adjustment</li> <li>• chain and sprocket</li> <li>• wheel alignment and balance</li> <li>• tyre pressure and condition</li> <li>• detection of changes in performance and noise</li> </ul>                                                                                                                                                       |
| <b>Measures</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• observation of traffic, surroundings and other motorcyclists</li> <li>• use of appropriate speed for the terrain and conditions</li> <li>• observation of weather conditions and terrain</li> <li>• adequate clothing</li> <li>• adequate food and fluid intake</li> <li>• maintenance of safe distance from other riders</li> </ul>                                                                                                                                                                                                                                         |
| <b>Obstacles</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• creeks (and water masses)</li> <li>• tree branches</li> <li>• large bumps</li> <li>• logs</li> <li>• depressions and pot holes</li> <li>• ruts and drainage grates</li> <li>• trees, bushes and roots</li> <li>• rocks</li> </ul>                                                                                                                                                                                                                                                                                                                                            |

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|                           | <ul style="list-style-type: none"> <li>ascents and descents</li> </ul>                                                                                                                                                                                                                                               |
| <b>Rider etiquette</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>other off highway motorcycle riders</li> <li>other road/track users</li> </ul>                                                                                                                                                                        |
| <b>Risks</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>injuries</li> <li>death</li> <li>exhaustion</li> <li>hyper or hypothermia</li> <li>dehydration</li> <li>separation from group</li> <li>mechanical failure</li> <li>collision</li> </ul>                                                               |
| <b>Roads</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>moderate to steep gradients</li> <li>heavy traffic, built up areas and open roads</li> <li>weather affected roads, eg, wet, windy</li> <li>narrow and major roads</li> <li>sealed and unsealed surfaces</li> </ul>                                    |
| <b>Route</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>on road or highway</li> <li>combination on highway and off-highway</li> <li>off-highway</li> </ul>                                                                                                                                                    |
| <b>Route requirements</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>include, but are not limited to             <ul style="list-style-type: none"> <li>transport</li> <li>costs</li> <li>accommodation</li> <li>permission</li> <li>methods of communication (both internal and external to group)</li> </ul> </li> </ul> |
| <b>Safety equipment</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>helmet</li> <li>lights</li> <li>gloves</li> <li>protective eyewear</li> <li>knee guards</li> <li>elbow guards</li> <li>kidney belt</li> <li>body armour</li> </ul>                                                                                    |

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|                                                | <ul style="list-style-type: none"> <li>armoured jacket</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Safety of others</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may be affected by             <ul style="list-style-type: none"> <li>speed</li> <li>distance from other motorcyclists</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Statutory and organisational procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>include, but are not limited to             <ul style="list-style-type: none"> <li>permits from land management authorities</li> <li>authority/permission from landowners</li> <li>documented operating procedures and organisation/enterprise policies</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Tools and spare parts</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>spare tube and tyre levers</li> <li>patch kit</li> <li>tube valves</li> <li>spanner set and/or shifter</li> <li>pump and/or gas bottles</li> <li>spare nuts and bolts</li> <li>spare chain and links</li> <li>electrical wire</li> <li>tie wire</li> <li>screwdrivers</li> <li>cable ties</li> <li>electrical tape</li> <li>clutch &amp; throttle cable (if applicable)</li> <li>chain breaker</li> <li>pliers and or multi tool</li> <li>chain link installer</li> <li>metal cutting blade (shortened)</li> <li>small general cutting blade</li> <li>tow rope</li> <li>torch</li> <li>spare goggle lense</li> <li>first aid kit</li> <li>tube repair kit</li> <li>spare control levers</li> <li>matches/ lighter</li> </ul> |



## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of considerations when participating in extended off-highway motorcycle tours and of touring equipment and its correct use</li> <li>Assessment of performance should be over a minimum of three (3) different tours/extended rides each of a duration of two days or more in different locations or over differing terrain, covering the prescribed number of categories from the Range Statements</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>plan for an extended off-highway motorcycle tour</li> <li>conduct pre tour checks</li> <li>negotiate a planned off-highway route</li> <li>demonstrate a high level of riding skill</li> <li>tour in a safe manner</li> <li>conduct off-highway motorcycle maintenance and repairs in the field</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROTBR003A Demonstrate advanced off-highway motorcycling skills</li> <li>SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRONAV002B Navigate in difficult or trackless areas</li> <li>SROOPS006B Use and maintain a temporary or overnight site</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Land management legislation and permit requirements in order to legally traverse areas and establish camp</li> <li>In-field repair techniques and improvisation</li> <li>Route planning and navigation to plan route and make other logistical arrangements</li> <li>Travelling times in different terrain conditions to plan a route and temporary rest stops or overnight stops</li> <li>Road rules and motorcycling codes including rider etiquette</li> <li>Minimal impact practices when riding off-highway motorcycles and camping</li> <li>Packing and waterproofing equipment for extended motorcycle tours</li> <li>Types, strengths and weaknesses of panniers and other accessories for carrying equipment</li> <li>Equipment and motorcycle features that provide comfort on longer tours</li> <li>Common injuries/ailments associated with motorcycle touring, and first aid for such</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>First aid appropriate to the location</li> <li>Maintenance and repair of off-highway motorcycles</li> <li>Cooking skills (where applicable to overnight camping tours)</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>Navigation skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>a touring off-highway motorcycle</li> <li>a suitable outdoor environment with off-highway roads</li> <li>first aid kit</li> <li>panniers or other equipment for stowage of gear</li> <li>personal protective clothing appropriate to the location and conditions</li> <li>food and water resources</li> <li>repair/spares kit</li> <li>map(s)</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit of competency</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as covering all types of terrain in which to demonstrate techniques and the complexity of undertaking an off-highway motorcycle tour, this unit must be assessed over three (3) separate rides, each of a minimum of two (2) days duration, in order to ensure consistency of performance over the Range Statements and contexts applicable to overnight off-highway motorcycle tours</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment this unit of competency must be assessed in the context of an actual/real off-highway motorcycle tour</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Accessing information from land managers, etc and selecting a route to suit aims of riders and other contextual issues</li> <li>• <b>Communicating ideas and information</b> - Sharing information on planned tour and logistics with colleagues</li> <li>• <b>Planning and organising activities</b> - Making arrangements for food and water for tour and ensuring adequate fuel stops</li> <li>• <b>Working with teams and others</b> - Coordinating travel arrangements, sharing of repair kit, etc</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating fuel tank capacity and location of refuelling opportunities</li> <li>• <b>Solving problems</b> - Conducting in-field maintenance and repairs, negotiating obstacles</li> <li>• <b>Using technology</b> - Servicing and maintaining off-highway motorcycle; accessing information to plan tour</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROTBR005A | GUIDE OFF-HIGHWAY MOTORCYCLE TOURS |
|            |                                    |
| TBR        | Trail bike riding                  |

**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 off-highway motorcycling trips in terrain not exceeding personal skill level.

| ELEMENT                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1 Select appropriate equipment for the group</b>        | 1.1 Select <b>equipment</b> after consideration of <b>contextual issues</b> and check to ensure that it is in good working condition<br>1.2 Fit and adjust <b>equipment</b> correctly and ensure suitability to the participant and motorcycle<br>1.3 Assess motorcycles for safety and suitability for the activity<br>1.4 Waterproof and pack <b>equipment</b> that is not required on hand and load or fasten in a suitable manner<br>1.5 Check <b>safety and repair equipment</b> to ensure suitability to group and planned trip                                                                                                                                                                                |
| <b>2 Plan an off-highway motorcycling trip for clients</b> | 2.1 Assess skill level, experience and physical capabilities of each member of the group<br>2.2 Establish attainable group objectives<br>2.3 Select suitable location for trip to suit abilities and objectives of the group<br>2.4 Obtain and interpret weather information for local conditions of the trip<br>2.5 Obtain permits or permission for access where necessary<br>2.6 Ensure correct leader/client ratios are met<br>2.7 Prepare a checklist for personal <b>equipment</b> as trip leader<br>2.8 Determine food and drink requirements for group taking into account <b>contextual issues</b><br>2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan        |
| <b>3 Brief clients</b>                                     | 3.1 Communicate logistical details to clients<br>3.2 Brief group of standard safety procedures<br>3.3 Demonstrate correct packing of a <b>motorcycle</b> with gear appropriate to proposed trip<br>3.4 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring<br>3.5 Outline procedures to be followed should an accident occur<br>3.6 Establish verbal and non-verbal <b>communication</b> system for use during trip and ensure that all clients understand system(s)                                                                                                                                                                       |
| <b>4 Maintain physical welfare of group</b>                | 4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, times and distances<br>4.2 Assess capabilities of group members prior to trip commencement<br>4.3 Ensure all clients are properly equipped for the trip and conditions<br>4.4 Monitor individual client's performance and needs<br>4.5 Evaluate off-highway motorcycling pace and conditions<br>4.6 Monitor weather conditions<br>4.7 Evaluate implications of weather signs on trip plans<br>4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored<br>4.9 Control the group to maintain a safe enjoyable atmosphere<br>4.10 Apply risk management plan |

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| <b>5 Establish effective communication</b>                                   | 5.1 Communicate clearly objectives and nature of the trip to the group<br>5.2 Provide clear and concise direction and advice to group during the trip<br>5.3 Ensure that good <b>communication</b> exists between all group members by encouraging interaction<br>5.4 Encourage feedback and questioning from group members<br>5.5 Devolve decision making where appropriate<br>5.6 Recognise and resolve conflict situations<br>5.7 Provide positive encouragement and empathy                                                                                                                                                                                                                                                                                          |
| <b>6 Lead a group of off-highway motorcycle riders safely</b>                | 6.1 Monitor appropriate spacing between off-highway <b>motorcycle</b> riders appropriate to conditions<br>6.2 Identify a variety of potential hazards<br>6.3 Decide how each <b>hazard</b> can be safely negotiated<br>6.4 Recognise situations where a <b>hazard</b> needs to be scouted<br>6.5 Identify the best lines through hazards taking into consideration the ability of the group and safety issues<br>6.6 Provide guidance of how to negotiate a <b>hazard</b> clearly and concisely to the group<br>6.7 Demonstrate clearly to the group how to negotiate the <b>hazard</b><br>6.8 Manage the movement of the group to maintain the safest situation when negotiating the <b>hazard</b><br>6.9 Respond accordingly to any emergency or non-routine situation |
| <b>7 Select and maintain a temporary site using minimal impact practices</b> | 7.1 Select a suitable site with reference to minimal impact on the environment<br>7.2 Arrange shelter appropriate for prevailing weather conditions<br>7.3 Establish site to ensure comfort and safety of the group<br>7.4 Use minimal impact practices relevant to the local environment during use of the site<br>7.5 Explain relevant minimum impact practices to group and monitor their compliance<br>7.6 Return site to an equal or greater standard on your departure                                                                                                                                                                                                                                                                                             |
| <b>8 Conduct activity in a professional manner</b>                           | 8.1 Avoid contentious issues in general conversation<br>8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words<br>8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>9 Complete post-trip responsibilities</b>                                 | 9.1 Notify relevant authority of trip completion<br>9.2 Retrieve, inspect, repair and store (or retire) <b>equipment</b> according to procedures<br>9.3 Evaluate, including client feedback, all aspects of trip organisation and conduct<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• verbal</li> <li>• hand signals</li> <li>• use of indicator lights</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• include but are not limited to               <ul style="list-style-type: none"> <li>○ size of client</li> <li>○ physical characteristics of client</li> <li>○ age of client</li> <li>○ capacity</li> <li>○ performance criteria</li> <li>○ registered nature of motorcycle</li> <li>○ location/ terrain</li> <li>○ weather</li> <li>○ season</li> <li>○ time of day</li> <li>○ length of trip</li> <li>○ noise restrictions</li> <li>○ type of motorcycle</li> <li>○ ability of clients</li> <li>○ experience of clients</li> <li>○ physical health of clients</li> <li>○ number of staff</li> <li>○ transport</li> <li>○ personal experience</li> <li>○ safety requirements</li> <li>○ type of terrain/road or track condition</li> </ul> </li> </ul> |
| <b>Equipment</b>         | [all categories] <ul style="list-style-type: none"> <li>• helmet</li> <li>• closed footwear</li> <li>• goggles</li> <li>• gloves</li> <li>• appropriate clothing</li> <li>• first aid and repair equipment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Hazard</b>            | [all categories relevant to location] <ul style="list-style-type: none"> <li>• include but are not limited to               <ul style="list-style-type: none"> <li>○ other vehicles</li> <li>○ loose gravel</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                    | <ul style="list-style-type: none"> <li>○ mud</li> <li>○ snow</li> <li>○ obstacles</li> <li>○ other motorcyclists</li> <li>○ trees and tree roots</li> <li>○ climatic (rain, wind, cold/heat)</li> <li>○ fences</li> <li>○ dust</li> <li>○ flying insects</li> <li>○ livestock/wildlife</li> <li>○ rocks</li> <li>○ bushes</li> <li>○ water masses</li> <li>○ sheers, cliffs or drop offs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Motorcycle</b>                  | <p>[one category]</p> <ul style="list-style-type: none"> <li>• include, but are not limited to             <ul style="list-style-type: none"> <li>○ all-terrain vehicles (ATVs)</li> <li>○ off-highway motorcycles</li> <li>○ attachable options (trailers)</li> <li>○ farm or agriculture motorcycles</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Safety and repair equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes but is not limited to             <ul style="list-style-type: none"> <li>○ spare tube and tyre levers</li> <li>○ patch kit</li> <li>○ tube valves</li> <li>○ spanner set and/or shifter</li> <li>○ pump and/or gas bottles</li> <li>○ spare nuts and bolts</li> <li>○ spare chain and links</li> <li>○ electrical wire</li> <li>○ tie wire</li> <li>○ screwdrivers</li> <li>○ cable ties</li> <li>○ electrical tape</li> <li>○ clutch &amp; throttle cable (if applicable)</li> <li>○ chain breaker</li> <li>○ pliers and or multi tool</li> <li>○ chain link installer</li> <li>○ metal cutting blade (shortened)</li> <li>○ small general cutting blade</li> <li>○ tow rope</li> <li>○ torch</li> <li>○ spare goggle lense</li> <li>○ first aid kit</li> <li>○ tube repair kit</li> <li>○ spare control levers</li> <li>○ matches/ lighter</li> <li>○ whistle</li> <li>○ knife</li> </ul> </li> </ul> |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of guiding an off-highway motorcycling trip with clients in locations not exceeding personal motorcycling abilities on trips that may require overnight arrangements</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions (including at least one overnight trip) with different groups covering all prescribed categories from the Range Statements applicable to guiding off-highway motorcycling trips for clients</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients</li> <li>○ conduct off-highway motorcycling trips at a number of different locations to suit                   <ul style="list-style-type: none"> <li>▪ different client needs</li> <li>▪ different activity aims</li> <li>▪ different types of client groups</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of unit</b>             | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROODR005A Guide outdoor recreation sessions or activities</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> <li>○ SROTBR004A Participate in extended off-highway motorcycle tours</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SRONAV001B Navigate in tracked or easy untracked areas</li> <li>○ SRONAV002B Navigate in difficult or trackless areas</li> <li>○ SRXGRO003A Provide leadership to groups</li> </ul> </li> </ul>                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Factual information                   <ul style="list-style-type: none"> <li>▪ types of motorcycle</li> <li>▪ characteristics of different motorcycles</li> <li>▪ types of equipment/technology useful to guiding motorcycle trips</li> </ul> </li> <li>○ Relevant land management legislation, regulations and access requirements, road rules, minimal impact codes of conduct</li> <li>○ Methods/procedures/techniques                   <ul style="list-style-type: none"> <li>▪ operational</li> <li>▪ recording</li> <li>▪ reporting</li> <li>▪ selling</li> <li>▪ merchandising motorcycle trip</li> </ul> </li> <li>○ Safety                   <ul style="list-style-type: none"> <li>▪ hazards</li> <li>▪ precautions</li> <li>▪ hazard prevention/minimisation strategies</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                             |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                   | <ul style="list-style-type: none"> <li>▪ risk management strategies               <ul style="list-style-type: none"> <li>○ Motorcycle maintenance/repair</li> <li>○ Communication systems when leading groups</li> <li>○ First aid and emergency procedures appropriate to location</li> <li>○ Location knowledge</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Personal off-highway motorcycling skills to a high level of technical correctness</li> <li>○ Use of repair equipment and techniques to undertake repairs</li> <li>○ Stowing and waterproofing gear</li> <li>○ Navigation skills</li> <li>○ Group control whilst guiding motorcycle trips</li> <li>○ First aid skills appropriate to location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ real clients and real off-highway riding situations</li> <li>○ tracks and trails suitable for off-highway riding</li> <li>○ overnight camping equipment (where applicable)</li> <li>○ personal clothing</li> <li>○ cooking system and utensils</li> <li>○ organisation policy and procedures</li> <li>○ motorcycles</li> <li>○ food and water</li> <li>○ repair and safety equipment</li> <li>○ navigation equipment</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit of competency</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the differences between groups and situational variances brought about by weather, terrain and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions (with at least one overnight trip) with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding an off-highway motorcycle trip with clients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment, this unit of competency must be assessed whilst guiding off-highway motorcycling trips with real clients (not peers)</li> <li>• The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in an off-highway motorcycling activity. The assessment should be conducted with adequate risk management and safety processes in place</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  | <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collating and evaluating pre-trip information about client abilities and ride aims</li> <li>• <b>Communicating ideas and information</b> - Providing pre-trip safety briefing to clients and directions when hazards are encountered</li> <li>• <b>Planning and organising activities</b> - Planning route, rest stops and resources for off-highway motorcycle trip with clients</li> <li>• <b>Working with teams and others</b> - Interacting with other staff (in-field and office) as well as with clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Planning travel times, length of trip, and route</li> <li>• <b>Solving problems</b> - Conducting in-field repairs and dealing with hazards and obstacles</li> <li>• <b>Using technology</b> - Maintaining and servicing motorcycles</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROTBR006A | INSTRUCT BASIC SKILLS OF OFF-HIGHWAY MOTORCYCLING |
|            |                                                   |
| TBR        | Trail bike riding                                 |

**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-highway motorcycling activities using basic skills.

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

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|                                                                                        | <p>and remove, minimise or avoid <b>hazards</b> in accordance with risk management plan and instructional objectives</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures</p>                                                                                                                                                                  |
| <b>5 Apply appropriate teaching techniques for an off-highway motorcycling session</b> | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                                                              |
| <b>6 Teach required knowledge that applies to off-highway motorcycling activities</b>  | <p>6.1 Teach required knowledge, rules, ethics, codes of behaviour, points of interest or principles relevant to off-highway motorcycling and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in off-highway motorcycling</p> <p>6.3 Identify minimal impact practices appropriate to off-highway motorcycling, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant signals used whilst participating in off-highway motorcycling, and determine client level of understanding in their use</p> |
| <b>7 Teach safety procedures appropriate to an off-highway motorcycling activity</b>   | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to off-highway motorcycling, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to off-highway motorcycling</p> <p>7.4 Clarify the use and selection of specific <b>repair and emergency response equipment</b> that should be carried, relevant to the level of competency</p> <p>7.5 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                                                                                                                                                    |
| <b>8 Teach off-highway motorcycling skills</b>                                         | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p> <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                                                                                             |
| <b>9 Communicate further</b>                                                           | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in off-</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>off-highway motorcycling knowledge</b>                                          | <p>highway motorcycling</p> <p>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice</p> <p>9.3 Inform clients of opportunities to further develop their personal skills and knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>10 Conclude and evaluate the off-highway motorcycling instructional session</b> | <p>10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion</p> <p>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor</p> <p>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</p> <p>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning</p> <p>10.5 Determine modifications to activities and delivery method(s), based on evaluations</p> <p>10.6 Evaluate the suitability of <b>other related factors</b></p> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• motorcycle</li> <li>• safety apparel</li> <li>• helmet</li> <li>• safety equipment including First Aid kits</li> <li>• repair equipment</li> <li>• motorcycling specific equipment</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <b>Hazards</b>               | <p>[all categories relevant to location]</p> <ul style="list-style-type: none"> <li>• include but are not limited to               <ul style="list-style-type: none"> <li>○ other vehicles</li> <li>○ loose gravel</li> <li>○ mud</li> <li>○ snow</li> <li>○ obstacles</li> <li>○ other motorcyclists</li> <li>○ trees and tree roots</li> <li>○ climatic, eg, rain, wind, cold/heat</li> <li>○ fences</li> <li>○ dust</li> <li>○ flying insects</li> <li>○ livestock/wildlife</li> <li>○ rocks</li> <li>○ bushes</li> <li>○ water masses</li> <li>○ sheers, cliffs or drop offs</li> </ul> </li> </ul> |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                                                                                                                                                                                                                                                   |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                | <ul style="list-style-type: none"> <li>○ teaching aids</li> <li>○ suitable location/terrain for teaching of unit(s)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Repair and emergency response equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• spare tube and tyre levers</li> <li>• patch kit</li> <li>• tube valves</li> <li>• spanner set and/or shifter</li> <li>• pump and/or gas bottles</li> <li>• spare nuts and bolts</li> <li>• spare chain and links</li> <li>• electrical wire</li> <li>• tie wire</li> <li>• screwdrivers</li> <li>• cable ties</li> <li>• electrical tape</li> <li>• clutch &amp; throttle cable (if applicable)</li> <li>• chain breaker</li> <li>• pliers and or multi tool</li> <li>• chain link installer</li> <li>• metal cutting blade (shortened)</li> <li>• small general cutting blade</li> <li>• tow rope</li> <li>• torch</li> <li>• spare goggle lense</li> <li>• first aid kit</li> <li>• tube repair kit</li> <li>• spare control levers</li> <li>• matches/ lighter</li> <li>• whistle</li> <li>• knife</li> </ul> |
| <b>Sequence</b>                                | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include             <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> <li>○ known to unknown</li> <li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li> <li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li> <li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li> <li>○ orientate, enhance, synthesise</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                     |



## Evidence Guide

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

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Critical aspects of evidence</b>       | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an instruction session or program that enables clients to achieve the basic skills of off-highway motorcycling</li> <li>• 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 off-highway motorcycling skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate off-highway motorcycling techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for off-highway motorcycling</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above). That is                   <ul style="list-style-type: none"> <li>▪ SROTBR001A Select, set up and maintain an off-highway motorcycle</li> <li>▪ SROTBR002A Demonstrate basic off-highway motorcycling skills</li> </ul> </li> <li>○ BSZ404A Train small groups</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of off-highway motorcycling                   <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ land management agencies</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                   | <ul style="list-style-type: none"> <li>abilities               <ul style="list-style-type: none"> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of off-highway motorcycling skills</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Repair and maintenance competencies to effectively deal with emergencies whilst instructing off-highway motorcycling</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Basic off-highway motorcycling skills to demonstrate and correct technique</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of off-highway motorcycling instructional sessions</li> <li>○ off-highway motorcycling equipment                   <ul style="list-style-type: none"> <li>▪ motorcycle</li> <li>▪ helmet</li> </ul> </li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ repair kit</li> <li>○ instructional tools may include                   <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ Food and water resources</li> <li>○ Client groups</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>○ be competent in this unit of competency but preferably be competent in the unit SROTBR007A</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 off-highway motorcycling skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of instructing basic off-highway motorcycling skills to a range of clients (not peers)</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|  | <p>conducted with adequate risk management and safety processes in place</p> <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROTBR007A | INSTRUCT ADVANCED SKILLS OF OFF-HIGHWAY MOTORCYCLING |
| TBR        | Trail bike riding                                    |

**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-highway motorcycling activities requiring advanced skills.

| ELEMENT                                                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1 Plan an instructional session for teaching the advanced skills of off-highway motorcycling</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach the advanced skills of off-highway motorcycling</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional session</b>                                                             | 3.1 Communicate the aims of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Conduct an instructional session</b>                                                               | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities<br>4.2 Monitor individual client's performance in instructional activities<br>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment<br>4.4 Ensure instructional activity allows for repetition of skills<br>4.5 Evaluate instructional activities for effectiveness and implement modifications when required                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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

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

## Range Statements

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

| RANGE STATEMENT                                    | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advanced skills of off-highway motorcycling</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include but may not be limited to aspects of               <ul style="list-style-type: none"> <li>○ throttle control</li> <li>○ balance/weight distribution</li> <li>○ clutch control</li> <li>○ brake control</li> <li>○ standing/sitting position</li> <li>○ angle of approach to various obstacles</li> <li>○ take off and landing points on varied terrains and obstacles</li> <li>○ reading terrain for traction variables</li> <li>○ appropriate and timely gear selection</li> <li>○ off-highway motorcycle setup</li> </ul> </li> <li>• may be affected by               <ul style="list-style-type: none"> <li>○ weight transfer and distribution</li> <li>○ use of gears</li> <li>○ riding technique</li> <li>○ use of controls</li> </ul> </li> </ul> |
| <b>Equipment</b>                                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• motorcycle</li> <li>• safety apparel</li> <li>• helmet</li> <li>• safety equipment (including First Aid kits)</li> <li>• repair equipment</li> <li>• motorcycling specific equipment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Hazards</b>                                     | <p>[all categories relevant to location]</p> <ul style="list-style-type: none"> <li>• include but are not limited to               <ul style="list-style-type: none"> <li>○ other vehicles</li> <li>○ loose gravel</li> <li>○ mud</li> <li>○ snow</li> <li>○ obstacles</li> <li>○ other motorcyclists</li> <li>○ trees and tree roots</li> <li>○ climatic (rain, wind, cold/heat)</li> <li>○ fences</li> <li>○ dust</li> <li>○ flying insects</li> <li>○ livestock/wildlife</li> <li>○ rocks</li> <li>○ bushes</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                             |



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|                                                | <ul style="list-style-type: none"> <li>○ water masses</li> <li>○ sheers, cliffs or drop offs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Other related factors</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Other resources</b>                         | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable location/terrain for teaching of unit(s)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Repair and emergency response equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• spare tube and tyre levers</li> <li>• patch kit</li> <li>• tube valves</li> <li>• spanner set and/or shifter</li> <li>• pump and/or gas bottles</li> <li>• spare nuts and bolts</li> <li>• spare chain and links</li> <li>• electrical wire</li> <li>• tie wire</li> <li>• screwdrivers</li> <li>• cable ties</li> <li>• electrical tape</li> <li>• clutch &amp; throttle cable (if applicable)</li> <li>• chain breaker</li> <li>• pliers and or multi tool</li> <li>• chain link installer</li> <li>• metal cutting blade (shortened)</li> <li>• small general cutting blade</li> <li>• tow rope</li> <li>• torch</li> <li>• spare goggle lense</li> <li>• first aid kit</li> <li>• tube repair kit</li> <li>• spare control levers</li> <li>• matches/ lighter</li> <li>• whistle</li> <li>• knife</li> </ul> |
| <b>Sequence</b>                                | <p>[two categories]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|  | <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ simple to complex</li><li>○ "part" to "whole"</li><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul></li></ul> |
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## Evidence Guide

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

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Critical aspects of evidence</b>       | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an instruction session or program that enables clients to achieve the advanced skills of off-highway motorcycling</li> <li>• 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 advanced skills of off-highway motorcycling</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate off-highway motorcycling techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for off-highway motorcycling</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above). That is                   <ul style="list-style-type: none"> <li>▪ SROTBR003A Demonstrate advanced off-highway motorcycling skills</li> </ul> </li> <li>○ BSZ404A Train small groups</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of off-highway motorcycling                   <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ land management agencies</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>session               <ul style="list-style-type: none"> <li>○ Safety procedures during the conduct or instruction of off-highway motorcycling skills</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Repair and maintenance competencies to effectively deal with emergencies whilst instructing off-highway motorcycling</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Advanced off-highway motorcycling skills to demonstrate and correct technique</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of off-highway motorcycling instructional sessions</li> <li>○ off-highway motorcycling equipment                   <ul style="list-style-type: none"> <li>▪ motorcycle</li> <li>▪ helmet</li> </ul> </li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ repair kit</li> <li>○ instructional tools may include                   <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>○ be competent in this unit of competency</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 off-highway motorcycling skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of instructing the advanced skills of off-highway motorcycling to a range of clients (not peers)</li> <li>• 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</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  | <p>knowledge and skills and consideration of required attitudes</p> <ul style="list-style-type: none"><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **TOUR GUIDING**





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|                  |                        |
|------------------|------------------------|
| <b>THTFTG01B</b> | <b>WORK AS A GUIDE</b> |
|                  |                        |
| TRG              | Tour guiding           |

**DESCRIPTION:** This unit deals with the skills and knowledge which underpin effective performance as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. As such it underpins all other guiding units.

This unit underpins all other guiding units and combined training and assessment is appropriate.

This unit could also be assessed or trained as an extension of unit THTTCO01A Develop and update tourism industry knowledge.

| <b>ELEMENT</b>                                                           | <b>PERFORMANCE CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Apply knowledge of the guiding sector</b>                           | 1.1 Conduct day-to-day guiding activities in a manner which takes account of the roles and responsibilities of different types of guides<br>1.2 Identify key guide information sources and contacts correctly<br>1.3 Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers                                                                                                                                                                                          |
| <b>2 Guide tours according to legal, ethical and safety requirements</b> | 2.1 Conduct day-to-day guiding activities in accordance with the legal requirements governing the industry<br>2.2 Guide tours according to the general ethics of guiding and the specific ethical considerations for particular contexts<br>2.3 Guide tours according to safety requirements and in a manner which minimises risk to customers and colleagues<br>2.4 Guide tours in a manner that minimises any negative impact on the social or natural environment                                                     |
| <b>3 Develop guiding skills and knowledge</b>                            | 3.1 Identify and use opportunities to update the knowledge and skills required by guides<br>3.2 Identify and access sources of assistance and support for guides when required<br>3.3 Share knowledge with colleagues to enhance the quality of service provided to customers                                                                                                                                                                                                                                            |
| <b>4 Communicate with tourism industry operators in English</b>          | 4.1 Articulate information clearly using industry acceptable language<br>4.2 Achieve mutual understanding and agree on details relevant to guiding activities<br>4.3 Provide accurate information and explanations about customer requirements and any special requests<br>4.4 Communicate according to social, cultural and business requirements<br>4.5 Identify the nature and key facts of operational problems and provide an appropriate solution by consulting and openly communicating with the tourism operator |

## Range Statements

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

| RANGE STATEMENT                                                                       | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General and specific ethical considerations</b>                                    | <p>may include</p> <ul style="list-style-type: none"> <li>• truth and honesty regarding all information given to customers</li> <li>• provision of services as promoted</li> <li>• ethical dealings with local communities</li> <li>• relationships with industry colleagues, customers and suppliers</li> <li>• cultural considerations</li> <li>• environmental considerations and sustainable practice</li> </ul> |
| <b>Opportunities to update knowledge and skills and key guide information sources</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• industry seminars</li> <li>• training courses</li> <li>• familiarization tours</li> <li>• participation/membership in professional guide associations</li> <li>• formal and informal research</li> </ul>                                                                                                                                                 |
| <b>Tourism operators</b>                                                              | <p>may be</p> <ul style="list-style-type: none"> <li>• coach company</li> <li>• tour operator</li> <li>• cruise operators</li> <li>• airlines</li> <li>• accommodation provider</li> <li>• food and beverage outlet</li> <li>• attraction or theme park</li> <li>• inbound tour operators</li> <li>• other guides</li> </ul>                                                                                         |
| <b>Social, cultural and business requirements</b>                                     | <p>may relate to</p> <ul style="list-style-type: none"> <li>• body language</li> <li>• cultural customs and mores</li> </ul>                                                                                                                                                                                                                                                                                         |
| <b>Industry acceptable language</b>                                                   | <p>refers to</p> <ul style="list-style-type: none"> <li>• commonly-used industry terminology</li> <li>• commonly used English</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>The sport and recreation industry</b>                                              | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> </ul>                                                                                                                                                           |

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|  | <ul style="list-style-type: none"><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge and skills which underpin work as a guide</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ demonstrate broad knowledge of the roles and responsibilities</li> <li>○ demonstrate knowledge of the legal, ethical and safety issues to be considered in specific guiding contexts</li> <li>○ demonstrate speaking and listening skills sufficient to communicate with industry colleagues in English and achieve mutual understanding on day-to-day operational requirements</li> <li>○ apply knowledge to specific guiding contexts</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ General knowledge of the tourism industry and in particular the tour operations/wholesaling sector and the way that guiding fits into the tourism industry</li> <li>○ Roles, responsibilities and career paths for different types of guides including tourist guides, tour manager, site guides, adventure guides, meet and greet guides, city hosts and driver guides</li> <li>○ Industry associations and the services they provide to guides</li> <li>○ Legal and liability issues that specifically affect guiding operations including                   <ul style="list-style-type: none"> <li>▪ consumer protection laws</li> <li>▪ licensing</li> <li>▪ public liability and the guide's duty of care</li> <li>▪ environmental legislation</li> </ul> </li> <li>○ Safety issues that specifically affect guiding operations in particular contexts</li> <li>○ Key factors to consider in minimising negative impacts on the social and natural environments in which tours take place</li> <li>○ Knowledge of the social, cultural and business conventions applicable to working as a guide</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Speaking and listening skills in order to carry out predictable and creative communication involving daily transactions and interactions of a non-routine and varied nature in English</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ documentation and resources normally used in the workplace</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                   | <ul style="list-style-type: none"> <li>Human resources — assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must ensure               <ul style="list-style-type: none"> <li>application of knowledge to specific guiding contexts</li> <li>communication in English on practical guiding matters</li> </ul> </li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>Assessment methods must be chosen to ensure that the application of knowledge to guiding 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               <ul style="list-style-type: none"> <li>case studies and problem solving to assess application of knowledge to different guiding situations and contexts</li> <li>role-plays to assess the candidate's ability to communicate in English on practical guiding issues</li> <li>questions to assess knowledge of different guide roles and legal issues</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY 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                               | 1                          | 2                           | -                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Researching an itinerary to evaluate potential safety implications and requirements</li> <li>• <b>Communicating ideas and information</b> - Providing a briefing to customers on appropriate behaviour at a site of cultural interest</li> <li>• <b>Planning and organising activities</b> - Organising a program of professional development activities for the upcoming year</li> <li>• <b>Working with teams and others</b> - Liaising with other guides when working on a program involving multiple guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Responding to a situation where a customer sustains an injury on tour</li> <li>• <b>Using technology</b> - Maintaining a computerised database of industry contacts</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|                  |                                               |
|------------------|-----------------------------------------------|
| <b>THTFTG02B</b> | <b>OFFER ARRIVAL AND DEPARTURE ASSISTANCE</b> |
|                  |                                               |
| TRG              | Tour guiding                                  |

**DESCRIPTION:** This unit deals with the skills and knowledge required to offer arrival and departure assistance to customers, generally between transport terminals and accommodation. This role may be undertaken by a range of personnel working in tour operations, tour wholesaling or accommodation context.

| <b>ELEMENT</b>                                                       | <b>PERFORMANCE CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Conduct arrival transfers for visitor groups or individuals</b> | 1.1 Check and note customer arrival information accurately, and implement promptly any action required to deal with alterations in schedule or delays<br>1.2 Confirm transport for the correct time and place with transport supplier<br>1.3 Employ identification techniques which allow customers to locate the guide at the transport terminal<br>1.4 Use available terminal facilities correctly and fully to assist in meeting customers<br>1.5 Write passenger lists accurately and legibly to record arrivals, no-shows and other comments<br>1.6 Establish and monitor arrangements for the transport of baggage from the terminal prior to the arrival of the customer<br>1.7 Use checking procedures to ensure the correct number of baggage pieces is transported<br>1.8 Follow established procedures for lost baggage promptly and correctly                                                                                                                                                               |
| <b>2 Deliver arrival information to visitors</b>                     | 2.1 Greet customers in a manner which encourages positive feelings of goodwill towards the guide, the company, Australia in general and the region<br>2.2 Provide customers with correct and adequate information and advice to introduce them to the local area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>3 Check in groups and individuals at accommodation</b>            | 3.1 Brief customers on accommodation check-in procedures to minimise confusion and time delay on arrival at accommodation venue<br>3.2 Offer customers friendly and efficient assistance to facilitate accommodation check-in<br>3.3 Liaise with accommodation staff during check-in to minimise any communication difficulties between customers and accommodation staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>4 Conduct departure transfers for groups and individuals</b>      | 4.1 Verify departure details with carriers prior to commencement of transfer, and take action according to a contingency plan if changes in schedule or other problems occur<br>4.2 Organise customers for departure from hotel in a manner which minimises disruption in the hotel lobby<br>4.3 Use passenger lists to accurately check details of all departing passengers<br>4.4 Check baggage prior to departure using procedures that ensure that no items are left behind<br>4.5 Advise customers to check belongings for hotel keys, items left in hotel safety deposit boxes, tickets and passports<br>4.6 Advise customers correctly regarding procedures for departure tax, duty free requirements, outgoing passenger cards and general procedures which apply to the company<br>4.7 Obtain feedback on products and services courteously from customers and relay information accurately to the company<br>4.8 Employ correct procedures to facilitate orderly and efficient check in at transport terminal |

## Range Statements

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

| RANGE STATEMENT                            | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Transport terminals</b>                 | may include <ul style="list-style-type: none"> <li>airports</li> <li>bus and coach terminals</li> <li>train stations</li> <li>shipping ports</li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Terminal facilities to be used</b>      | may include <ul style="list-style-type: none"> <li>public address (PA) systems</li> <li>airside access</li> <li>special areas set aside for groups</li> <li>communication systems between terminals and parking facilities</li> </ul>                                                                                                                                                                                                             |
| <b>Information and advice to customers</b> | may include <ul style="list-style-type: none"> <li>general welcome and introduction</li> <li>details of transfer procedures</li> <li>details of check-in procedures</li> <li>details of forthcoming tour arrangements</li> <li>local time</li> <li>money exchange rates and facilities</li> <li>tipping</li> <li>accommodation facilities</li> <li>geography of hotel and immediate vicinity</li> <li>overview destination information</li> </ul> |
| <b>Accommodation</b>                       | may include <ul style="list-style-type: none"> <li>hotels</li> <li>guesthouses</li> <li>motels</li> <li>resorts</li> <li>bed &amp; breakfast</li> <li>caravan parks</li> <li>camping grounds</li> </ul>                                                                                                                                                                                                                                           |
| <b>The sport and recreation industry</b>   | <ul style="list-style-type: none"> <li>covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>large volunteer base</li> <li>high turnover of volunteers</li> </ul>                                                                                                                         |

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|  | <ul style="list-style-type: none"><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of offering arrival and departure assistance to customers</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ follow correct procedures for the complete conduct of arrival and departure transfers, including procedures at transport terminals and accommodation venues</li> <li>○ demonstrate effective communication of information to customers</li> <li>○ demonstrate familiarity with a range of transport terminals/facilities and accommodation venues as they impact on guides and customers; the focus of this range will vary depending upon the industry sector and workplace</li> </ul> </li> </ul>                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Main arrival and departure points/facilities within the local area</li> <li>○ Local transport terminal facilities and procedures for arrivals and departures</li> <li>○ Baggage procedures within various local transport terminals and accommodation venues</li> <li>○ Formats of and terminology used in standard customer travel documentation, eg, rail, air, bus tickets, accommodation vouchers, transfer vouchers</li> <li>○ Knowledge of 24 hour clock, airline and city codes</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Microphone usage (for coach transfers)</li> <li>○ Guide identification techniques within transport terminals</li> </ul> </li> </ul>                                                                                                                                                 |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ access to transport to a style used by local industry for the conduct of transfers</li> <li>○ involvement of a transport supplier and an accommodation venue</li> <li>○ use of industry-current documentation to support the arrival and departure process</li> </ul> </li> <li>• Human resources - assessment of this competency will require               <ul style="list-style-type: none"> <li>○ a customer group with a realistic ratio of customers to guide</li> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must                   <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the</li> </ul> </li> </ul> </li> </ul> |

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|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>industry through provision of evidence of professional activity in the relevant area</p> <ul style="list-style-type: none"> <li>▪ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must ensure <ul style="list-style-type: none"> <li>○ demonstration of skills within fully operational transport terminals and accommodation venues (In major cities this would include international and domestic airports, rail terminal, shipping terminals and coach terminals; in regional areas, only some of these may apply)</li> </ul> </li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment methods must be chosen to ensure that the conduct of arrival and departure transfers 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 <ul style="list-style-type: none"> <li>○ direct observation of a complete arrival or departure transfer conducted by the candidate</li> <li>○ review of documentation such as passenger lists and baggage checklists used by the candidate</li> <li>○ written or oral questions to assess knowledge of transport terminals, baggage procedures and travel documentation</li> <li>○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |                            |                             |                                     |                |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1                               | 1                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Reviewing passenger lists and arrival information</li> <li>• <b>Communicating ideas and information</b> - Providing a welcome commentary between airport and accommodation</li> <li>• <b>Planning and organising activities</b> - Organising the movement of a large group within a transport terminal</li> <li>• <b>Working with teams and others</b> - Liaising with other guides involved in the welcoming of a very large group at the airport</li> <li>• <b>Using mathematical ideas and techniques</b> - Counting baggage</li> <li>• <b>Solving problems</b> - Following up on lost baggage</li> <li>• <b>Using technology</b> - Using mobile phone communication to liaise with transport suppliers</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                                                               |
|-----------|---------------------------------------------------------------|
| THTFTG03B | DEVELOP AND MAINTAIN THE GENERAL KNOWLEDGE REQUIRED BY GUIDES |
|           |                                                               |
| TRG       | Tour guiding                                                  |

**DESCRIPTION:** This unit deals with the skills and knowledge required to research information on Australia for presentation to customers. It includes the requirement for sound general knowledge of Australia and the local region and highlights the need for ongoing research to update and expand the guide's knowledge. The more detailed and specialised skills and knowledge relating to cultural/heritage sites and natural environments are found in other units.

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Research information on Australia and the local region</b>     | 1.1 Identify subjects of potential customer interest based on direct contact with customers and consultation with industry colleagues<br>1.2 Identify correctly the key information sources frequently used by guides<br>1.3 Evaluate the credibility and reliability of information sources<br>1.4 Select and use <b>informal and formal research techniques</b> appropriately to access current, accurate and relevant information about Australia and the local region<br>1.5 Obtain information in a culturally appropriate way |
| <b>2 Prepare information for guiding activities</b>                 | 2.1 Create and update accurate <b>personal reference materials</b> using a filing system that allows quick and efficient access<br>2.2 Organise information to reflect the needs of customers and the way in which information may be presented during a guiding activity<br>2.3 Identify themes and messages from research to meet specific customer needs                                                                                                                                                                         |
| <b>3 Update general knowledge of Australia and the local region</b> | 3.1 Identify and use opportunities to maintain the currency of general knowledge about Australia and the local region<br>3.2 Incorporate updated knowledge into guiding activities regularly and in a culturally appropriate way                                                                                                                                                                                                                                                                                                    |

## Range Statements

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

| RANGE STATEMENT                                                                                 | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Informal and formal research opportunities to update knowledge or sources of information</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• talking and listening to local experts</li> <li>• talking and listening to traditional owners</li> <li>• personal on site observation/exploration</li> <li>• organising information from own memory and experiences</li> <li>• watching television, videos and films</li> <li>• listening to the radio</li> <li>• reading newspapers, books and other references</li> <li>• internet</li> <li>• industry association membership</li> <li>• attending seminars or conferences</li> </ul>                                                                                                                                                                                                                                                                                                |
| <b>Personal reference materials and filing systems</b>                                          | <p>may include</p> <ul style="list-style-type: none"> <li>• card reference systems</li> <li>• computerised database of information</li> <li>• notes based around different themes or characters</li> <li>• notes for specific touring routes or locations</li> <li>• notes for specific customer interests</li> <li>• notes for particular types of customer groups, eg, from particular countries, special interests</li> <li>• chronologies of major events</li> <li>• storylines</li> <li>• customer profiles (eg. interest profiles for particular age groups, nationalities)</li> </ul>                                                                                                                                                                                                                                                       |
| <b>The sport and recreation industry</b>                                                        | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of researching information on Australia and the local region for presentation to customers</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ demonstrate knowledge of Australia and the local region as specified in the Evidence Guide and to a level of depth and familiarity sufficient to                   <ul style="list-style-type: none"> <li>▪ develop a coherent and interesting interpretation for customers</li> <li>▪ answer the typical questions asked by customers on the given topic</li> </ul> </li> <li>○ source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ THTFTG06B Prepare and present tour commentaries or activities</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Australia and the local region including                   <ul style="list-style-type: none"> <li>▪ climate, eg, weather patterns including any extreme conditions, impact of climate on lifestyle, stories associated with climate in a local area</li> <li>▪ geography and geology, eg, major land formations/landmarks/natural attractions and their key features for both Australia and the local region</li> <li>▪ history, eg, historical development of Australia and the local region, major historical events and prominent individuals, key dates, overview of Australian Indigenous history</li> <li>▪ architecture, eg, major styles and their proponents, key buildings and structures both in Australia and the local area</li> <li>▪ cultural elements, eg, overview of indigenous cultures within Australia, different cultures within Australia and the local area, cultural activities, local customs</li> <li>▪ art, theatre, music and literature, eg, key Australian performers, writers and artists, major works by Australians, major cultural events</li> <li>▪ religion, eg, religious make-up of Australian and the local area, religious practices</li> <li>▪ natural environment and tourism, eg, how the environment is a tourism asset, impacts of tourism on the environment,</li> </ul> </li> </ul> </li> </ul> |

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|                                   | <p>land management in Australia including the role of National Parks</p> <ul style="list-style-type: none"> <li>▪ flora and fauna, eg, overview of native flora and fauna, their characteristics and key locations</li> <li>▪ government and politics, eg, general structure, political parties, major political figures, current political issues</li> <li>▪ transport, eg, main transport systems, usage of different forms of transport across Australia, historical development of different forms of transport</li> <li>▪ agriculture, eg, Australia's history as a primary producer, key products of Australia, current issues</li> <li>▪ science and technology, eg, Australia's contribution both past and present, prominent individuals, key discoveries</li> <li>▪ sport, eg, main Australian sporting activities, Australia's sporting record, local sporting focus, sporting facilities, sporting comparisons with other countries or areas</li> <li>▪ economy, eg, overview of current state of the economy, key features of the local economy and local industry</li> <li>▪ trade, eg, Australia's key exports and its main trading partners</li> <li>▪ education, eg, overview of school and higher education systems, comparisons of systems to those of other countries or States</li> <li>▪ food, eg, local dishes and produce</li> <li>▪ wine, eg, Australian wine styles, major wine areas</li> <li>▪ lifestyle, eg, key features of the day-to-day living patterns of Australians and local people, family and social customs</li> <li>▪ shopping, eg, key locations, local products</li> <li>▪ tourism services and local facilities of interest to visitors, eg, currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners, medical facilities</li> <li>▪ current events in Australia and the local region</li> </ul> <ul style="list-style-type: none"> <li>• Required skills <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul> |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require <ul style="list-style-type: none"> <li>○ interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared</li> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained 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></li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Context for assessment</b> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must ensure             <ul style="list-style-type: none"> <li>○ demonstration of relevant knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment, eg, at a tourist site or on a coach</li> <li>○ presentation of activity or commentary on more than one topic and within more than one environment to ensure that the knowledge and skills can be adapted to different guiding contexts</li> </ul> </li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• 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             <ul style="list-style-type: none"> <li>○ direct observation of the candidate using knowledge to deliver an interpretive commentary or activity</li> <li>○ questioning of group members on their response to the candidate's breadth of knowledge and ability to deliver that knowledge in an interesting way</li> <li>○ review of a research portfolio to assess the candidate's ability to research current and accurate information</li> <li>○ oral and written questions to assess the way in which the research process has been used</li> <li>○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |
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| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Reviewing media reports for information to include in upcoming tour activities</li> <li>• <b>Communicating ideas and information</b> - Deciding on the way in which humour can be used in relation to a given topic</li> <li>• <b>Planning and organising activities</b> - Developing a card reference system and updating mechanism for information on different parts of Australia</li> <li>• <b>Working with teams and others</b> - Discussing changing customer trends and interests with fellow guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Resolving a situation where two sources provide conflicting information</li> <li>• <b>Using technology</b> - Using the Internet to access current information on a given topic or location</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                               |
|-----------|-------------------------------|
| THTFTG04B | COORDINATE AND OPERATE A TOUR |
|           |                               |
| TRG       | Tour guiding                  |

**DESCRIPTION:** This unit deals with the skills and knowledge required by guides to conduct a tour which includes multiple products, services and sites. It requires the application of significant planning and organisational skills plus the ability to liaise with suppliers and industry colleagues to maximise tour efficiency and customer's service quality.

This unit has linkages to all other guiding units and combined assessment and/or training would be appropriate with those units. Examples include THTFTG05B Lead tour groups and THTFTG11B Manage extended touring programs.

| ELEMENT                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan tour operation</b>             | 1.1 Plan operation of the tour in accordance with <b>briefing information or documentation</b> from the tour operator<br>1.2 Identify and assess <b>risks</b> associated with the tour and develop appropriate responses to address these<br>1.3 Make tour preparations to meet specific customer needs<br>1.4 Prioritise and action tasks required for tour preparation and conduct in advance of tour commencement                                                                                                                                                                                                                                                                                                                                               |
| <b>2 Brief and assist customers</b>      | 2.1 Welcome customers to the tour and provide an accurate briefing on <b>tour practicalities and procedures</b><br>2.2 Provide <b>additional information and assistance</b> to customers to enhance enjoyment of the tour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>3 Liaise with industry colleagues</b> | 3.1 Liaise with <b>industry colleagues</b> to achieve smooth operation of the tour<br>3.2 Action requests from industry colleagues promptly and willingly wherever possible<br>3.3 Request assistance politely when required<br>3.4 Make agreements about individual and joint responsibilities during the tour<br>3.5 Make forward confirmations and bookings with suppliers in an accurate and timely manner<br>3.6 Interpret documentation from other organisations correctly and apply appropriately                                                                                                                                                                                                                                                           |
| <b>4 Manage the itinerary</b>            | 4.1 Conduct the tour to schedule and include all features as set down in the itinerary<br>4.2 Advise customers courteously and sensitively about unavoidable changes to itinerary<br>4.3 Re-plan the itinerary promptly when necessary to ensure all purchased inclusions or their equivalents are delivered and disruption to customers is minimised<br>4.4 Advise industry colleagues and suppliers affected by changes promptly and according to company procedures<br>4.5 Maintain contact with those fixing the problem when itinerary delays occur and employ negotiation techniques to minimise time delay and negative impact on customers<br>4.6 Keep customers accurately informed of reasons for delays and the actions being taken to manage the delay |
| <b>5 Deals with unexpected events</b>    | 5.1 Implement contingency plans without delay when unexpected events occur<br>5.2 Assess the situation and select appropriate action promptly<br>5.3 Follow company procedures strictly in the case of accidents or where safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                        |                                                                                                                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>of customers or colleagues may be threatened</p> <p>5.4 Identify and access sources of assistance promptly</p> <p>5.5 Amend tour to minimise impact on customer enjoyment</p>                               |
| <b>6 De-brief tour</b> | <p>6.1 Provide accurate and complete tour reports according to enterprise guidelines</p> <p>6.2 Provide accurate customer feedback and other information to the company to assist with future improvements</p> |

## Range Statements

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

| RANGE STATEMENT                                      | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Different types of tours of varying durations</b> | may include <ul style="list-style-type: none"> <li>• half and full day tours</li> <li>• extended tours</li> <li>• city or rural tours</li> <li>• cultural</li> <li>• ecotours</li> <li>• adventure tours</li> <li>• special interest tours</li> </ul>                                                                                                                                                                                                                           |
| <b>Briefing information or documentation</b>         | may include <ul style="list-style-type: none"> <li>• customer information</li> <li>• itinerary information</li> <li>• supplier information</li> <li>• special request notes</li> <li>• tickets/vouchers or other travel documentation for guide and/or group</li> <li>• supplier contact details</li> <li>• optional tour information</li> <li>• financial documents</li> <li>• promotional materials</li> </ul>                                                                |
| <b>Specific issues</b>                               | must include <ul style="list-style-type: none"> <li>• type of customers</li> <li>• customers special needs</li> <li>• size of tour group</li> <li>• length of tour</li> <li>• specific itinerary requirements</li> <li>• special requests</li> <li>• style of commentary required</li> <li>• location of tour</li> <li>• climate</li> <li>• equipment and resources required</li> <li>• environmental and cultural considerations</li> <li>• language considerations</li> </ul> |
| <b>Risks</b>                                         | may relate to <ul style="list-style-type: none"> <li>• customers, eg, health issues</li> <li>• tour routes</li> <li>• climate/weather</li> <li>• crowd-related issues</li> <li>• activities to be undertaken</li> </ul>                                                                                                                                                                                                                                                         |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <li>• potential service delivery difficulties</li> <li>• tight timing or scheduling</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Tour practicalities and procedures</b>    | <p>must include</p> <ul style="list-style-type: none"> <li>• tour itinerary including route, schedule and highlights</li> <li>• health and safety procedures</li> <li>• local regulations</li> <li>• specific site procedures</li> <li>• procedures at tour stops</li> <li>• any group rules and regulations</li> <li>• cultural and environmental considerations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Additional information and assistance</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• local events and activities</li> <li>• options for free time activities</li> <li>• general directions</li> <li>• local facilities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Industry colleagues</b>                   | <p>may include</p> <ul style="list-style-type: none"> <li>• host communities</li> <li>• coach drivers</li> <li>• tour managers</li> <li>• local guides</li> <li>• airlines</li> <li>• tour operators</li> <li>• product suppliers <ul style="list-style-type: none"> <li>○ hotels</li> <li>○ restaurants</li> <li>○ attractions</li> <li>○ retail locations</li> </ul> </li> <li>• land managers and other statutory authorities</li> <li>• tour company office</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |
| <b>The sport and recreation industry</b>     | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge and skills required by guides to conduct a tour</li> <li>Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>plan for and operate a tour which comprises multiple products, services and sites</li> <li>knowledge of the range of potential 'on tour' situations and problems that may arise. The focus of this range will vary according to the sector in which the guide operates</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>THTFTG05B Lead tour groups</li> <li>THTFTG11B Manage extended touring programs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Knowledge of the tourism industry, supplier networks and interrelationships that impact on the conduct of a multi-product, multi-site tour</li> <li>Industry confirmation and booking procedures for typical tour components</li> <li>Legal and liability issues affecting guides in specific relation to domestic and relevant overseas consumer law regarding provision of services as advertised</li> <li>Tour planning and management processes to be undertaken before, during and at the completion of a tour</li> <li>Risks and risk management processes to be undertaken before, during and at the completion of a tour</li> <li>Risks and risk management processes to be undertaken before, during and at the completion of a tour</li> <li>Risks and risk management strategies for different types of tours</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Typical tour management problems and strategies to address these</li> </ul> </li> </ul> |
| <b>Resources implications</b>                        | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>access to all equipment and resources required for the running of a tour, eg, transport, venue access</li> <li>use of commercially-acceptable and current tour documentation</li> </ul> </li> <li>Human resources - assessment of this competency will require               <ul style="list-style-type: none"> <li>interaction with and involvement of a customer group for the tour with realistic ratios of customers to guide</li> <li>interaction with and involvement of a principal for whom the tour is being conducted</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                   | <ul style="list-style-type: none"> <li>— assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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 hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>Assessment must ensure               <ul style="list-style-type: none"> <li>planning and operation of a tour which includes multiple services and sites, plus all the operational elements of a commercial tour</li> <li>tour durations and itineraries that reflect local industry practice and product</li> </ul> </li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>Assessment methods must be chosen to ensure that the coordination and operation of a tour can be demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit               <ul style="list-style-type: none"> <li>direct observation of organisational and tour management skills through participation in a tour conducted by the candidate</li> <li>review of tour preparation notes or tour reports prepared by the candidate</li> <li>problem solving/case studies to assess ability to apply contingency and risk management skills to a range of different touring situations and problems</li> <li>oral or written questions to assess knowledge of industry networks, tour management procedures and legal issues impacting on tour management</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY 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                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Devising a risk management approach for a particular tour based on customer profile and tour brief</li> <li>• <b>Communicating ideas and information</b> - Explaining appropriate behaviour to a tour group when visiting a culturally-sensitive site</li> <li>• <b>Planning and organising activities</b> - Adjusting an itinerary due to unexpected traffic delays</li> <li>• <b>Working with teams and others</b> - Negotiating with a supplier when the service provided fails to reach the required standard</li> <li>• <b>Using mathematical ideas and techniques</b> - Checking passenger numbers before departing each tour stop</li> <li>• <b>Solving problems</b> - Resolving a situation where passenger becomes very sick during a tour</li> <li>• <b>Using technology</b> - Using a microphone correctly</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                  |
|-----------|------------------|
| THTFTG05B | LEAD TOUR GROUPS |
|           |                  |
| TRG       | Tour guiding     |

**DESCRIPTION:** This unit deals with the skills and knowledge required to undertake the group co-ordination role played by the guide. It focuses on communication, leadership and conflict resolution skills with particular application to guiding activities. As such it has strong linkages to unit THHGCS03B Deal with conflict situations and some commonalities with unit THHGLE08B Lead and manage people.

This unit has linkages to all other guiding units and combined assessment and/or training would be appropriate especially with units such as THTFTG04B Co-ordinate and operate a tour and THTFTG11B Manage extended touring programs.

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Co-ordinate group movements</b>          | 1.1 Maintain the tour schedule wherever possible through effective communication with the group<br>1.2 Use techniques to promptly attract group attention when required<br>1.3 Advise the group sensitively and accurately about ways in which minimum disruption and disturbance can be caused to: other tour members, host communities, the environment; complete physical group movements in an orderly manner, checking group numbers at appropriate times<br>1.4 Advise customers of appropriate procedures if they become separated from the group<br>1.5 Provide instructions in a manner and pace appropriate to the particular group<br>1.6 Encourage customers to seek clarification of instructions where necessary |
| <b>2 Encourage group morale and goodwill</b>  | 2.1 Use <b>techniques to build group cohesion</b> during the tour<br>2.2 Balance the needs of individuals and the group in the conduct of the tour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>3 Deal with conflicts and difficulties</b> | 3.1 Assess potential for conflict promptly and take appropriate action to prevent and/or resolve the conflict<br>3.2 Take appropriate action to deal with difficult tour members<br>3.3 Respond to <b>conflicts and difficulties</b> in a manner likely to optimise the goodwill and morale of the group<br>3.4 Follow procedures for controlling drug or alcohol-affected customers according to company guidelines and legal 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Techniques to build group cohesion</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• encouraging interactions between group members</li> <li>• group activities or games</li> <li>• inviting individuals to address the group</li> <li>• utilising the skills of individual group members in the operation of the tour</li> <li>• focusing the group on shared experiences</li> <li>• using seat rotation systems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Conflicts and difficulties</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• personal conflict between customers</li> <li>• dominant or disruptive customers</li> <li>• negative customers</li> <li>• sub groups or 'cliques' within the group</li> <li>• perception of favouritism by guide</li> <li>• dissatisfaction with the tour</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>The sport and recreation industry</b>  | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of undertaking the group co-ordination role played by the guide</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>◦ use communication and leadership techniques to build group cohesion and to respond to 'people management' problems and issues</li> <li>◦ demonstrate knowledge of the range of 'people management' issue which could arise during group tours. The focus of this range will vary according to the sector in which the guide operates.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>◦ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ THTFTG04B Co-ordinate and operate a tour</li> <li>◦ THTFTG11B Manage extended touring programs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>◦ Principles of group management and group dynamics</li> <li>◦ Procedures for maximising efficiency of physical group movements</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>◦ Communication and leadership techniques with particular application to guiding activities and building group cohesion</li> <li>◦ Conflict resolution techniques with particular application to conflicts encountered during guiding activities</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency required access to               <ul style="list-style-type: none"> <li>◦ documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require               <ul style="list-style-type: none"> <li>◦ involvement of a customer group of a size and nature that reflects the commercial environment in which the guide operates</li> <li>◦ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must                   <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through the provision of evidence of professional activity in the relevant area</li> <li>▪ have attained 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></li> </ul> </li> </ul> </li> </ul> |

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|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>This unit of competency 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must ensure             <ul style="list-style-type: none"> <li>operation of group tour of sufficient duration to allow the candidate to demonstrate techniques to build group cohesion</li> <li>demonstration of skills within the physical environment normally encountered when conducting commercial guiding activities, eg, on a coach or at a tourist site</li> </ul> </li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>Assessment methods must be chosen to ensure that the ability to apply people management skills 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             <ul style="list-style-type: none"> <li>direct observation of the candidate's people management skills during the operation of a group tour</li> <li>questioning of group tour members on their response to the candidate's communication and leadership skills</li> <li>case studies and problem solving to evaluate ability to apply solutions to different group conflicts and difficulties</li> <li>oral and written questions to assess knowledge of conflict resolution, leadership and group motivation techniques in a guiding context</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Reviewing customer profiles and developing an approach to optimise positive morale for the specific group</li> <li>• <b>Communicating ideas and information</b> - Running a participative group game during a tour</li> <li>• <b>Planning and organising activities</b> - Organising the movement of a large group through a crowded shopping area</li> <li>• <b>Working with teams and others</b> - Developing approaches to group management in consultation with the tour driver</li> <li>• <b>Using mathematical ideas and techniques</b> - Dividing the group to achieve maximum efficiency during a lunch stop</li> <li>• <b>Solving problems</b> - Addressing a situation where an "exclusive clique" develops within the group on an extended tour</li> <li>• <b>Using technology</b> - Using a colourful umbrella as a group management aid</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|           |                                                     |
|-----------|-----------------------------------------------------|
| THTFTG06B | PREPARE AND PRESENT TOUR COMMENTARIES OR ACTIVITIES |
|           |                                                     |
| TRG       | Tour guiding                                        |

**DESCRIPTION:** This unit deals with the skills and knowledge required to prepare and present commentaries and activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment across multiple guiding contexts. This unit goes beyond the pure delivery of fully-scripted commentary and requires significant creative input. It has been merged with the previous unit THTFTG09A Present interpretive activities. The unit THTPPD05B Plan and develop interpretive activities is dedicated to the actual development of interpretive activities.

| ELEMENT                                                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare commentaries or activities for presentation to customers</b> | 1.1 Select and organise appropriate information to meet the <b>needs of specific customers</b><br>1.2 Select or develop appropriate themes as a basis for <b>commentaries or activities</b><br>1.3 Construct commentaries or activities to maximise the potential for customer enjoyment and learning<br>1.4 Obtain, check and assemble all support materials in advance of the tour or activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>2 Present commentaries or activities to customers</b>                  | 2.1 Use interpretive and presentation techniques to combine entertainment and learning to enhance the quality of the experiences for the customer<br>2.2 Use language appropriate to the customer group<br>2.3 Present current, accurate and relevant information in a logical order<br>2.4 Present information of appropriate depth and breath for specific customer needs<br>2.5 Present information in a manner which demonstrates cultural and social sensitivity<br>2.6 Use <b>equipment</b> correctly and identify and report any equipment defects promptly                                                                                                                                                                                                                                                                                                       |
| <b>3 Interact with customers</b>                                          | 3.1 Encourage customer participation within safety requirements through effective use of interpretive and presentation techniques<br>3.2 Invite questions and feedback from customers both during and at the conclusion of any activity or commentary<br>3.3 Answer questions courteously and correctly and, if required, involve the whole group by repetition of the questions and delivery of answers audible to all<br>3.4 Offer to supply the answer at a future time or refer the customer to other information sources where the answer to a question is unknown<br>3.5 Maintain communication with appropriate colleagues as required by specific tour or activity circumstances<br>3.6 Implement contingency plans without delay when <b>unexpected events</b> occur and amend presentation format, order or structure to minimise impact on customer enjoyment |

## Range Statements

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

| RANGE STATEMENT                        | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Activities and commentaries</b>     | <p>may relate</p> <ul style="list-style-type: none"> <li>• history and heritage</li> <li>• culture</li> <li>• art</li> <li>• natural environment</li> <li>• built environment</li> <li>• wildlife</li> <li>• domestic/farm animals</li> <li>• birds</li> </ul> <p>may include</p> <ul style="list-style-type: none"> <li>• coach touring</li> <li>• guided walks</li> <li>• guided site activities</li> </ul> |
| <b>The needs of specific customers</b> | <p>may vary according to</p> <ul style="list-style-type: none"> <li>• geographic origin</li> <li>• cultural background</li> <li>• age</li> <li>• educational level</li> <li>• special interests</li> <li>• requested coverage</li> </ul>                                                                                                                                                                      |
| <b>Equipment and resources</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• microphone</li> <li>• audio visual equipment</li> <li>• video</li> <li>• props</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Unexpected events</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• systems failure</li> <li>• technical/equipment failure</li> <li>• injury or accident</li> <li>• adverse weather conditions</li> <li>• inappropriate customer behaviour</li> <li>• unpredictable animal behaviour</li> <li>• cultural considerations</li> <li>• sudden closures</li> <li>• change of access</li> </ul>                             |

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|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"> <li>reassessment of customers' physical abilities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>large volunteer base</li> <li>high turnover of volunteers</li> <li>high levels of part time and casual employment</li> <li>irregular working hours</li> <li>relatively few professional positions</li> <li>workforce employed mostly in operational positions</li> <li>mainly small business or self-employed personnel</li> <li>slow to take up technology</li> <li>over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of preparing and presenting commentaries and activities to customers</li> <li>Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>select information and prepare commentaries or activities to meet a specific need</li> <li>use interpretive and presentation techniques to create customer-focused informative and entertaining experiences for customers</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>THTFTG03B Develop and maintain the general knowledge required by guides, or</li> <li>THTFTG07B Research and share general information on Australian indigenous culture, or</li> <li>THTFTG08B Interpret aspects of Australian indigenous culture, or</li> <li>THTFTG12A Prepare specialised interpretive content (flora, fauna and landscape), or</li> <li>THTFTG13A Prepare specialised interpretive content (marine environments), or</li> <li>THTFTG14A Prepare specialised interpretive content (cultural/heritage environments)</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed with the following unit(s)               <ul style="list-style-type: none"> <li>All other guiding units</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Knowledge of subject matter being presented (will vary according to context)</li> <li>Safety and emergency procedures for relevant locations</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Presentation and interpretive techniques including the role and use of                   <ul style="list-style-type: none"> <li>humour</li> <li>body language</li> <li>role playing</li> <li>voice techniques</li> <li>story telling</li> <li>games and activities</li> <li>sensory awareness exercises</li> <li>use of visual aids and props</li> <li>positioning</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>use of industry-current equipment for presentation</li> </ul> </li> <li>Human resources - assessment of this competency will require               <ul style="list-style-type: none"> <li>human resources consistent with those outlined in the</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>Assessment Guidelines. That is, assessors (or persons within the assessment team) must</p> <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must ensure <ul style="list-style-type: none"> <li>○ presentation of an activity or commentary within a commercially-realistic guiding environment, eg, at a tourist site, on a coach tour or in a national park</li> <li>○ presentation of activities and commentaries of a duration that reflects local industry product and practice</li> <li>○ presentation to and interaction with a customer group of a size and nature that reflects the commercial environment in which the guide operates</li> <li>○ presentation of activities and commentaries on more than one topic and within more than one environment, eg, at a site plus on a coach, to ensure that skills can be adapted to different guiding contexts</li> </ul> </li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment methods must be chosen to ensure that skills can be adapted to different guiding contexts. The following examples are appropriate <ul style="list-style-type: none"> <li>○ direct observation of the candidate presenting activities or commentaries</li> <li>○ questioning of tour members on their response to the candidate's communication skills and breadth of knowledge</li> <li>○ case studies to assess ability to tailor activities and information to particular customer needs</li> <li>○ case studies and problem solving to assess ability to respond effectively to problems that occurring during activities or commentaries</li> <li>○ questioning to assess knowledge of interpretive and presentation techniques</li> <li>○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                            |                             |                                     |                |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3                               | 2                          | 3                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Preparing information and developing a theme for a guided city walk for a group of cosmetic salespeople</li> <li>• <b>Communicating ideas and information</b> - Dressing customers in period costume to enhance the effectiveness of an historical presentation</li> <li>• <b>Planning and organising activities</b> - Sourcing and assessing resources for a themed presentation</li> <li>• <b>Working with teams and others</b> - Discussing possible approaches to different tour itineraries with other guides</li> <li>• <b>Using mathematical ideas and techniques</b> - Reviewing the time available versus the amount of information you want to present</li> <li>• <b>Solving problems</b> - Responding to a situation on a wildlife spotting tour when no wildlife appears</li> <li>• <b>Using technology</b> - Using audio-visual aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                                  |
|-----------|----------------------------------|
| THTFTG11B | MANAGE EXTENDED TOURING PROGRAMS |
|           |                                  |
| TRG       | Tour guiding                     |

**DESCRIPTION:** This unit deals with the skills and knowledge required to manage and co-ordinate an extended touring program of more than one day's duration. It applies to those who lead extended tours both within Australia and overseas.

The name of the person who manages extended touring varies according to the industry sector and business, for example tour manager, guide, tour escort.

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Manage touring arrangements</b>        | 1.1 Conduct <b>touring program</b> according to the agreed itinerary<br>1.2 Re-confirm <b>operational details</b> progressively throughout the program<br>1.3 <b>Re-organise and adjust touring arrangements</b> when required within the scope of individual responsibility<br>1.4 Make major adjustments within budget according to controlling office guidelines<br>1.5 Make <b>adjustments to touring arrangements</b> in the context of the whole program<br>1.6 Maintain ongoing contact with controlling office and forward supplies as required                                                                                                                                                                                                                                                                                                                                               |
| <b>2 Liaise and negotiate with others</b>   | 2.1 Maximise operational efficiency and customer service level by effective <b>liaison and negotiate</b> with all those who contribute to the operation of the program<br>2.2 Conduct negotiations in a businesslike and professional manner within the relevant cultural context<br>2.3 Conduct negotiations in the context of the entire touring program<br>2.4 Conduct negotiations to take account of the overall relationship between the organisation and the other party<br>2.5 Select communication/negotiation style appropriate to the circumstance<br>2.6 Use negotiation and communication techniques to maximise the chances of an acceptable outcome for all parties<br>2.7 Note and confirm accurately in writing all agreements as required by specific circumstances<br>2.8 Provide relevant information to the controlling office promptly and as required by enterprise guidelines |
| <b>3 Develop and maintain group rapport</b> | 3.1 Develop and maintain a team spirit for the duration of the program<br>3.2 Gain the trust and confidence of the group through the demonstration of professional competence and integrity<br>3.3 Use leadership and communication skills to foster group cohesion<br>3.4 Encourage customer participation and group interaction<br>3.5 Identify and assess potential conflict within the group promptly, and take appropriate action to resolve the issue(s)                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>4 Solve problems which arise on tour</b> | 4.1 Identify and consider <b>problems</b> promptly from both an operational and customer service perspective in the context of the entire touring program<br>4.2 Initiate short-term action to resolve the immediate problem where appropriate<br>4.3 Analyse problems for any long-term commercial impact and assess and action potential solutions<br>4.4 Present a positive image of the organisation and its contracted suppliers at all times<br>4.5 Take responsibility for resolving the problem within the scope of individual                                                                                                                                                                                                                                                                                                                                                                |

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|  | <p>authority, and consult the controlling office where appropriate</p> <p>4.6 Consult the controlling office as required</p> <p>4.7 Take appropriate follow-up action to monitor the effectiveness of chosen solutions</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Range Statements

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

| RANGE STATEMENT                                             | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>An extended touring program</b>                          | may include <ul style="list-style-type: none"> <li>• general sightseeing tours</li> <li>• ecotours</li> <li>• adventure tours</li> <li>• cultural and historical tours</li> <li>• cruise programs</li> </ul>                                                                                                                                                                                                                                                                                                   |
| <b>Operational details</b>                                  | may include <ul style="list-style-type: none"> <li>• luggage co-ordination</li> <li>• documentation preparation</li> <li>• group currency requirements</li> <li>• seat rotation</li> <li>• check in/check out procedures</li> <li>• immigration and customs procedures</li> <li>• local touring liaison</li> <li>• booking confirmations               <ul style="list-style-type: none"> <li>○ transport</li> <li>○ accommodation</li> <li>○ attractions</li> <li>○ tours</li> </ul> </li> </ul>              |
| <b>Re-organising and adjustment of touring arrangements</b> | may include <ul style="list-style-type: none"> <li>• development of alternative routes</li> <li>• re-booking of one or multiple services</li> <li>• organisation of new documentation</li> <li>• cost re-negotiations</li> </ul>                                                                                                                                                                                                                                                                               |
| <b>Problems</b>                                             | may include <ul style="list-style-type: none"> <li>• unexpected delays</li> <li>• passenger sickness, injury and death</li> <li>• loss of personal valuables and documents</li> <li>• equipment and transportation breakdown</li> <li>• lost passengers</li> <li>• group conflict or dissatisfaction</li> <li>• service complaints</li> <li>• poor supplier performance</li> <li>• political unrest in area of tour</li> <li>• inclement weather conditions</li> <li>• lack of access to tour areas</li> </ul> |

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|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Liaison and negotiation</b>           | <p>may be with</p> <ul style="list-style-type: none"> <li>• coach drivers</li> <li>• local guides</li> <li>• tour leaders accompanying group from home country</li> <li>• interpreter guides</li> <li>• traditional owners</li> <li>• airlines</li> <li>• tour operators</li> <li>• hotels</li> <li>• restaurants</li> <li>• attractions</li> <li>• retail locations</li> <li>• government authorities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to manage and coordinate an extended touring program of more than one day's duration</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to</li> <li>• Evidence of the following is critical               <ul style="list-style-type: none"> <li>○ apply effective negotiation and contingency management techniques to deal with the range of practical and people-related issues which arise during the operation of an extended tour</li> <li>○ demonstrate knowledge of a typical range of issues and problems that may arise during extended touring programs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                               |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ THTFTG04B Co-ordinate and operate a tour</li> <li>○ THTFTG05B Lead tour groups</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Tourism industry and other networks that affect the role of the tour manager</li> <li>○ Negotiation techniques and their application to different tour managing contexts</li> <li>○ Leadership, motivation and communication techniques and their application to different tour managing contexts</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ access to all equipment and resources required for the running of a tour                   <ul style="list-style-type: none"> <li>▪ transport</li> <li>▪ venues and sites</li> <li>▪ accommodation</li> </ul> </li> <li>○ tour durations and itineraries that reflect local industry practice and product</li> <li>○ use of commercially-acceptable and current tour documentation</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for</li> </ul> </li> </ul> |

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|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></p> <ul style="list-style-type: none"> <li>○ customer group with realistic ratios of customers to guide</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must ensure <ul style="list-style-type: none"> <li>○ coordination and operation of an extended group tour (i.e., of more than one day's duration) that includes all elements of a commercial tour itinerary relevant to the local industry</li> </ul> </li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment methods must be chosen to ensure that ability to manage an extended touring program can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills <ul style="list-style-type: none"> <li>○ the following examples are appropriate for this unit <ul style="list-style-type: none"> <li>▪ direct observation of communication, negotiation and organisational skills through participation in an extended tour conducted by the candidate</li> <li>▪ review of tour preparation notes/checklists and tour reports prepared by the candidate</li> <li>▪ problem solving case studies to assess ability to apply people management and contingency management skills to a range of different touring situations, including emergency situations</li> <li>▪ oral or written questions to assess knowledge identified in the Evidence Guide</li> <li>▪ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> </li> </ul> |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Evaluating the impact of a late-arriving aircraft on a tour program</li> <li>• <b>Communicating ideas and information</b> - Briefing the controlling office on the need for an adjustment of forward arrangements</li> <li>• <b>Planning and organising activities</b> - Re-organising and adjusting arrangements for the day due to vehicle breakdown</li> <li>• <b>Working with teams and others</b> - Negotiating with tour suppliers regarding the provision of additional services</li> <li>• <b>Using mathematical ideas and techniques</b> - Counting passengers and baggage</li> <li>• <b>Solving problems</b> - Developing a solution to a problem such as the need for a major itinerary change due to road closure as a result of bad weather</li> <li>• <b>Using technology</b> - Using a computer to develop a personalised tour running sheet</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                                                                |
|-----------|----------------------------------------------------------------|
| THTPPD01B | CREATE AND IMPLEMENT STRATEGIC PRODUCT DEVELOPMENT INITIATIVES |
|           |                                                                |
| TRG       | Tour guiding                                                   |

**DESCRIPTION:** This unit deals with the skills and knowledge required to manage strategic product development within the tourism and hospitality enterprises.

| ELEMENT                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Prepare product development plans</b>        | 1.1 Undertake <b>product development</b> within the context of the overall business plan and marketing focus of the enterprise<br>1.2 Identify product development opportunities based on review of the market place and customer needs<br>1.3 Incorporate input from both internal colleagues and external stakeholders in the planning process<br>1.4 Incorporate market research into the planning process<br>1.5 Evaluate the requirements of different customers including those with special needs in planning<br>1.6 Consider issues relating to product life cycles in the planning process<br>1.7 Include budgetary and cash flow planning issues<br>1.8 Assess cost effectiveness and profitability of product development<br>1.9 Incorporate feasibility studies as appropriate<br>1.10 Review external issues that impact on product development in the planning process including: legal and liability issues, environmental considerations, cultural considerations, general industry trends<br>1.11 Consult with all <b>key stakeholders and communities</b> as part of the planning process<br>1.12 Include clear, scheduled courses of action and evaluation criteria within the plan |
| <b>2 Implement product development plans</b>      | 2.1 Communicate the objectives and contents of product development plans in a timely fashion to all appropriate colleagues and customers<br>2.2 Implemented actions according to agreed timeframes<br>2.3 Where appropriate, test new products and services in the marketplace prior to full implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>3 Monitor and evaluate product development</b> | 3.1 Monitor product development initiatives in terms of: progress against agreed objectives, schedule and evaluation criteria, response in the marketplace, feedback from the distribution network, feedback from staff, changes in the internal or external environment which may impact on plans, cost effectiveness and profitability<br>3.2 Identify and action changes required in a timely manner<br>3.3 Communicate changes to all relevant colleagues and customers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Range Statements

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

| RANGE STATEMENT                          | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Product development</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• tour development</li> <li>• package programs</li> <li>• new customer service features</li> <li>• building of new facilities</li> <li>• special interest programs</li> <li>• guest activities and shows</li> <li>• exhibits</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Key stakeholders and communities</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• internal colleagues</li> <li>• local tourism bodies</li> <li>• land management authorities</li> <li>• special interest groups</li> <li>• licensing or regulatory authorities</li> <li>• local communities and cultural groups</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to manage strategic product development within the tourism and hospitality enterprises</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ plan, implement and evaluate a tourism or hospitality product development initiative</li> <li>○ demonstrate knowledge of the range of issues to be considered in the product development process</li> </ul> </li> </ul>                                                                                                                                                                                                                                                              |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following units               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following units               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ THHGGA09B Manage projects</li> <li>○ THTPPD02B Research tourism data</li> <li>○ THTPPD03B Source and package tourism destinations and products and services</li> <li>○ THTPPD04B Plan and implement minimal impact operations</li> <li>○ THTPPD06B Plan and develop ecologically sustainable tourism operations</li> <li>○ THTPPD07B Plan and develop culturally appropriate tourism operations</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Legal issues and regulations that affect Australian tourism/hospitality operations in specific relation to product development</li> <li>○ Insurance issues associated with product development</li> <li>○ Environmental regulations</li> <li>○ Market knowledge as appropriate to specific initiatives, eg, style of product, location, distribution network, limiting factors</li> <li>○ Understanding of financial and profit issues and requirements which impact on product development</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Planning and project management</li> </ul> </li> </ul>                                                                                                                                                                                          |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul>                                                                                                                                                                                                                 |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must ensure             <ul style="list-style-type: none"> <li>○ project or work activities conducted over a period of time that allows the candidate to undertake a tourism or hospitality related product development activity including planning, implementation and monitoring</li> <li>○ commercially realistic timeframes so that implementation and monitoring aspects of the unit can be assessed</li> <li>○ testing of the product in the marketplace to address implementation and monitoring aspects</li> </ul> </li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment methods must be chosen to ensure that effective application of the product development process can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills             <ul style="list-style-type: none"> <li>○ the following examples are appropriate for this unit                 <ul style="list-style-type: none"> <li>▪ product development projects conducted in conjunction with industry</li> <li>▪ project to create, market and monitor a product or service to fellow students or the local community</li> <li>▪ case studies to assess application of knowledge of issues that impact on product development</li> <li>▪ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> </li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Gathering and analysing data for the planning process</li> <li>• <b>Communicating ideas and information</b> - Holding a briefing session in relation to a new product</li> <li>• <b>Planning and organising activities</b> - Developing an action plan</li> <li>• <b>Working with teams and others</b> - Consulting on product development initiatives</li> <li>• <b>Using mathematical ideas and techniques</b> - Evaluating the financial feasibility of a particular product</li> <li>• <b>Solving problems</b> - Adjusting a product idea to meet budgetary limits</li> <li>• <b>Using technology</b> - Developing plans on computer</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                                                  |
|-----------|--------------------------------------------------|
| THTPPD03B | SOURCE AND PACKAGE TOURISM PRODUCTS AND SERVICES |
|           |                                                  |
| TRG       | Tour guiding                                     |

**DESCRIPTION:** This unit deals with the skills and knowledge required to research and package tourism products to meet the needs of particular markets of customers. It builds on the basic skills found in the State/Office Operations units and focuses on the ability to create, tailor and cost packages that may include complex itineraries or a wide range of products. This function would generally be undertaken by a product manager, senior consultant or senior co-ordinator.

| ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Source products</b>  | 1.1 Develop product initiatives within the context of the organisation's overall business plan and marketing focus<br>1.2 Identify product objectives in consultation with appropriate colleagues and customers<br>1.3 Identify and <b>research</b> potential <b>destinations and products</b> using <b>appropriate methods</b><br>1.4 Assess destination and product details for market/customer suitability including: costs, availability/accessibility, features and benefits, profit potential<br>1.5 Select destinations and <b>products</b> based on research conducted                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>2 Package products</b> | 2.1 Develop programs to meet the <b>requirements of specific customers/markets</b><br>2.2 Combine and integrate program components to create maximum value and saleability within nominated constraints<br>2.3 Make agreements with suppliers in accordance with enterprise profit and other requirements and confirm in writing in accordance with enterprise procedures<br>2.4 Cost programs using appropriate technology in accordance with enterprise requirements to take account of <b>key financial factors</b><br>2.5 Present pricing structures clearly to indicate full details of all inclusions, exclusions and add ons<br>2.6 Review and adjust programs in response to feedback from customers/colleagues<br>2.7 Confirm and finalise details in writing<br>2.8 Check and incorporate legal requirements<br>2.9 Present programs to appropriate colleagues/customers for approval prior to promotion in the marketplace and within required timeframes |

## Range Statements

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

| RANGE STATEMENT                                                                      | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Destinations and products may be sourced and packaged for a range of purposes</b> | including <ul style="list-style-type: none"> <li>• conference packages</li> <li>• social events</li> <li>• tour programs and packages               <ul style="list-style-type: none"> <li>○ day</li> <li>○ extended</li> <li>○ eco, cultural</li> <li>○ educational</li> </ul> </li> <li>• special interest itineraries</li> <li>• incentives</li> <li>• series tours</li> </ul>                                                                                                                             |
| <b>Appropriate research methods</b>                                                  | may include <ul style="list-style-type: none"> <li>• desk research</li> <li>• personal contact with tourism authorities/product suppliers/distribution network</li> <li>• destination/site inspection</li> </ul>                                                                                                                                                                                                                                                                                              |
| <b>Products and services</b>                                                         | may include <ul style="list-style-type: none"> <li>• accommodation</li> <li>• transport               <ul style="list-style-type: none"> <li>○ air</li> <li>○ rail</li> <li>○ bus/coach</li> <li>○ shipping</li> </ul> </li> <li>• hire car</li> <li>• attractions</li> <li>• tours</li> <li>• catering</li> <li>• entertainment</li> <li>• conference facilities</li> <li>• specialist services               <ul style="list-style-type: none"> <li>○ guides</li> <li>○ interpreters</li> </ul> </li> </ul> |
| <b>Requirements of specific customers/markets</b>                                    | may relate to <ul style="list-style-type: none"> <li>• budget</li> <li>• product/service preferences</li> <li>• time-constraints</li> <li>• cultural issues</li> </ul>                                                                                                                                                                                                                                                                                                                                        |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"> <li>• integration within a wider touring program</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Key financial factors</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• commissions</li> <li>• contract agreements</li> <li>• markup/profit margin requirements</li> <li>• payment terms</li> <li>• relevant exchange rate implications</li> <li>• taxes</li> <li>• staff costs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge to research and package tourism products to meet the needs of particular markets of customers</li> <li>Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>pro-actively source and package a range of different products to meet specific market or customer needs</li> <li>develop and cost practical programs that meet both customer needs and enterprise business requirements</li> <li>demonstrate knowledge of product packaging in the context of the tourism industry</li> </ul> </li> </ul>                                                                                                                         |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>THTSOP02B Source and provide destination information and advice</li> <li>THTSOP03B Access and interpret product information</li> <li>THTSOP05B Prepare quotations</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>THTPPD09B Develop conference programs</li> </ul> </li> </ul>                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge and skills               <ul style="list-style-type: none"> <li>Local and international regulations and legislation that impact on the packaging and development of tourism products in Australia</li> <li>Industry information networks and their value in the packaging process</li> <li>Industry practices in packaging products as appropriate to different sectors                   <ul style="list-style-type: none"> <li>typical mark-up/commission protocols</li> <li>different costing options, eg, per person, per room, group, all inclusive, ground content only</li> <li>typical packaging styles for different markets/customer types</li> </ul> </li> <li>Market knowledge in relation to product being developed and potential customers</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>                                                                                                                                                                                                                     |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ relevant area</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must ensure             <ul style="list-style-type: none"> <li>○ project or work activities that allow the candidate to create a range of packages which address differing customer needs, i.e., more than one package</li> <li>○ commercially realistic timeframes for the packaging process</li> <li>○ presence of typical constraints for the process                 <ul style="list-style-type: none"> <li>▪ scheduling</li> <li>▪ date limitations</li> <li>▪ budget</li> </ul> </li> </ul> </li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment methods must be chosen to ensure that the process for developing packages can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills             <ul style="list-style-type: none"> <li>○ the following examples are appropriate for this unit                 <ul style="list-style-type: none"> <li>▪ projects to develop packages to meet nominated customer or market needs</li> <li>▪ project to create, market and monitor a product or service to fellow students or the local community</li> <li>▪ case studies or questions to assess knowledge of typical packaging practices and any relevant legislation or regulation</li> <li>▪ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> </li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Analysing product information to assess suitability for a given customer</li> <li>• <b>Communicating ideas and information</b> - Developing an information package on a given product or service</li> <li>• <b>Planning and organising activities</b> - Creating an action plan to guide the development of a new tour program</li> <li>• <b>Working with teams and others</b> - Holding discussions with suppliers on rates and conditions</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating final customer costs for a product or service</li> <li>• <b>Solving problems</b> - Developing options for a customer when the preferred style of product is not available</li> <li>• <b>Using technology</b> - Researching information on the Internet</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|           |                                                              |
|-----------|--------------------------------------------------------------|
| THTPPD06B | PLAN AND DEVELOP ECOLOGICALLY SUSTAINABLE TOURISM OPERATIONS |
|           |                                                              |
| TRG       | Tour guiding                                                 |

**DESCRIPTION:** This unit deals with the skills and knowledge required to undertake the strategic planning of ecologically sustainable tourism operations. Managers in the areas of Operations, Marketing and Product Development or General Management would generally undertake this role.

| ELEMENT                                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for ecologically sustainable tourism operations</b>              | 1.1 Include an evaluation of the relationship between tourism and the environment in the planning process<br>1.2 Develop strategies to balance ecological sustainability and economic viability<br>1.3 Incorporate the need for a return (economic or social) to the local community<br>1.4 Conduct site evaluations prior to the decisions to commence the operation<br>1.5 Investigate and incorporate <b>methods of managing tourism impacts</b> and protecting vulnerable sites into the planning process<br>1.6 Consult all <b>stakeholders</b> and incorporate their view into the planning process<br>1.7 Take account of all information made available by the planning process in development decisions |
| <b>2 Develop and implement ecologically sustainable tourism operations</b> | 2.1 Establish and integrate best practice environmental standards in the operation<br>2.2 Identify and use appropriate technology for environmental best practice<br>2.3 Develop environmentally-friendly codes of practice for customers and colleagues<br>2.4 Conduct operations according to ecologically sustainable practices and in accordance with eco-tourism codes of practice<br>2.5 Promote environmental awareness within the tourism industry and to customers                                                                                                                                                                                                                                      |
| <b>3 Monitor environmental impact of operations</b>                        | 3.1 Monitor and assess environmental impacts as part of a regular management reviews<br>3.2 Initiate appropriate follow-up action based on assessment of environmental impacts<br>3.3 Develop and implement courses of action and systems to limit negative impacts and damage                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Range Statements

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

| RANGE STATEMENT                            | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Methods of managing tourism impacts</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• limits of acceptable change</li> <li>• zoning</li> <li>• exclusion</li> <li>• community consultation and involvement</li> <li>• tourism development plans</li> <li>• scheduling</li> <li>• consideration of optimal weather conditions/seasons</li> <li>• selection of most appropriate transport modes</li> <li>• education</li> <li>• size of operation/group size</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Stakeholders</b>                        | <p>may include</p> <ul style="list-style-type: none"> <li>• the host community where the operation is to take place</li> <li>• investors</li> <li>• local authorities</li> <li>• land management bodies, eg, National Parks</li> <li>• consumer representatives</li> <li>• suppliers of environmentally-friendly products</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>The sport and recreation industry</b>   | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge to undertake the strategic planning of ecologically sustainable tourism operations</li> <li>Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>integrate ecologically sustainable tourism practices into the overall product development process</li> <li>demonstrate knowledge of strategies to ensure ecological sustainability</li> </ul> </li> </ul>                                                                                                                                                                                                                                                         |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>THTPPD01B Create and implement strategic product development initiatives</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>THTPPD04B Plan and implement minimal impact operations</li> <li>THTPPD07B Plan and develop culturally appropriate tourism operations</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>General knowledge of global environmental issues</li> <li>Local environmental and cultural issues</li> <li>Ecotourism codes of practice (as per Ecotourism Association of Australia)</li> <li>Impacts of tourism</li> <li>Environmental management strategies</li> <li>Tourism trends and developments</li> <li>Relevant Federal, State/Territory, local legislation, regulations and by-laws</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Minimal impact techniques</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                       |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must ensure             <ul style="list-style-type: none"> <li>project or work activities that allow the candidate to undertake a product development activity that incorporates the need for ecological sustainability</li> <li>realistic timeframes for the activity so that implementation and monitoring aspects of the unit can be assessed</li> </ul> </li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>Assessment methods must be chosen to ensure that effective application of a product development process that integrates ecological sustainability issues can be practically demonstrated; methods must include assessment of knowledge as well as assessment of practical skills             <ul style="list-style-type: none"> <li>the following examples are appropriate for this unit                 <ul style="list-style-type: none"> <li>project to create, market and monitor a product or service to fellow students or the local community</li> <li>case studies/projects to assess the candidate's ability to apply skills and knowledge to improve the ecological sustainability of existing tourism operations</li> <li>case studies to assess application of knowledge of ecological sustainability issues for tourism operations</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> </li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Reviewing data about the potential environmental impacts of given tourism activity</li> <li>• <b>Communicating ideas and information</b> - Conducting a focus group of stakeholders</li> <li>• <b>Planning and organising activities</b> - Organising ways to integrate environmentally friendly initiatives into existing operations, eg, in literature, marketing, operational procedures</li> <li>• <b>Working with teams and others</b> - Negotiating with personnel from different aspects of the operation to achieve improved environmental outcomes</li> <li>• <b>Using mathematical ideas and techniques</b> - Obtaining information on costs of adjusting operations to be more environmentally friendly</li> <li>• <b>Solving problems</b> - Developing solutions to address tensions between economic viability and ecological sustainability</li> <li>• <b>Using technology</b> - Using the Internet to source examples of environmental best practice</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                                                            |
|-----------|------------------------------------------------------------|
| THTPPD07B | PLAN AND DEVELOP CULTURALLY APPROPRIATE TOURISM OPERATIONS |
|           |                                                            |
| TRG       | Tour guiding                                               |

**DESCRIPTION:** This unit deals with the skills and knowledge required to plan culturally appropriate tourism operations. The unit applies to all tourism operations and is particularly relevant for operations that involve substantial cultural content, the inclusion of visits to culturally sensitive sites or a high level of interaction between people of different cultures. Managers in the areas of operations, marketing and product development or general management would generally undertake this role.

| ELEMENT                                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan for culturally appropriate tourism operations</b>              | 1.1 Identify <b>cultural issues</b> at the commencement of the planning process<br>1.2 Consult individuals and communities in relation to cultural issues which may affect the operation<br>1.3 Consider economic and social impacts in the planning process<br>1.4 Develop strategies to balance economic viability and cultural appropriateness<br>1.5 Consider economic returns to local <b>communities</b><br>1.6 Investigate and develop ways of managing and minimising negative tourism impacts and maximising positive impacts<br>1.7 Take account of all information made available by the planning process including the need for culturally appropriate operations in developing products                                                                                                                                                                                                              |
| <b>2 Develop and implement culturally appropriate tourism operations</b> | 2.1 Develop <b>codes of practice and procedures</b> for customers and colleagues which show respect for cultural values<br>2.2 Conduct operations in accordance with codes of practice<br>2.3 Encourage operational participation of individuals from the appropriate culture<br>2.4 Ensure that all customer activities are culturally appropriate<br>2.5 Share information with customers which is culturally appropriate, accurate and avoids cultural stereotyping<br>2.6 Consider copyright and intellectual property issues<br>2.7 Educate colleagues about other cultures and societies<br>2.8 Encourage culturally appropriate behaviours throughout the organisation and with customers<br>2.9 Promote the need for culturally appropriate behaviour throughout the organisation and with customers<br>2.10 Use promotional and other materials to inform colleagues and customers about cultural issues |
| <b>3 Monitor operations</b>                                              | 3.1 Monitor the standard of operations to ensure culturally appropriate practices are maintained<br>3.2 Conduct regular consultation with individuals and local communities as appropriate<br>3.3 Deal with issues promptly and consider changes to continually improve organisation practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Range Statements

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

| RANGE STATEMENT                                                    | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cultural issues</b>                                             | <p>may include</p> <ul style="list-style-type: none"> <li>• appropriate activities</li> <li>• use of cultural information</li> <li>• access restrictions</li> <li>• use of appropriate staff</li> <li>• traditional/contemporary values and customs</li> <li>• cultural differences in style of negotiation and communication</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Impacts on communities</b>                                      | <p>may include</p> <ul style="list-style-type: none"> <li>• positive <ul style="list-style-type: none"> <li>○ economic benefits to local community</li> <li>○ improved local facilities</li> <li>○ employment opportunities</li> <li>○ cultural benefits</li> <li>○ visitor education</li> <li>○ greater understanding between host and visitor cultures</li> </ul> </li> <li>• negative <ul style="list-style-type: none"> <li>○ trivialisation of culture</li> <li>○ effect on social structures</li> </ul> </li> </ul>                                                                                                                                                                                                          |
| <b>Codes of practice and procedures developed by an enterprise</b> | <p>may relate to</p> <ul style="list-style-type: none"> <li>• involving appropriate people in both product development and delivery</li> <li>• developing informal or formal guidance about appropriate staff behaviour in given situations</li> <li>• selecting appropriate staff for different situations</li> <li>• guidelines for language skill requirements</li> <li>• specific guidance on the use of potentially culturally sensitive information</li> <li>• guidance for negotiating contracts in cross-cultural situations</li> </ul>                                                                                                                                                                                    |
| <b>The sport and recreation industry</b>                           | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised</li> </ul> |

|  |                                                                                                                                                                  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to plan culturally appropriate tourism operations</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>◦ integrate culturally appropriate practices into the overall product development process</li> <li>◦ demonstrate training and assessment should involve persons from the relevant cultures</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                      |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>◦ THTPPD01B Create and implement strategic product development initiatives</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ THTPPD06B Plan and develop ecologically sustainable tourism operations</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>◦ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>◦ Cultural/social impacts on tourism</li> <li>◦ Copyright and intellectual property issues</li> <li>◦ Different ways in which enterprises can foster culturally appropriate product development and product delivery</li> <li>◦ Cross cultural awareness and knowledge of the specific culture in question</li> <li>◦ Relevant Federal, State/Territory, local legislation, regulations and by-laws</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>◦ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>◦ case studies</li> <li>◦ project or work activities</li> <li>◦ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>◦ be competent in this unit</li> <li>◦ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>◦ have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must ensure             <ul style="list-style-type: none"> <li>project or work activities that allow the candidate to undertake a product development activity that incorporates the need for cultural issues to be considered</li> <li>realistic timeframes for the activity so that implementation and monitoring aspects of the unit can be assessed</li> </ul> </li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>Assessment methods must be chosen to ensure that effective application of a product development process that integrates the need for cultural appropriateness can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills             <ul style="list-style-type: none"> <li>the following examples are appropriate for this unit                 <ul style="list-style-type: none"> <li>project to create, market and monitor a product or service to fellow students or the local community</li> <li>case studies/projects to assess the candidates ability to apply skills and knowledge to improve the cultural appropriateness of existing tourism operations</li> <li>case studies to assess application of knowledge of cultural issues to the development of tourism operations and activities</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> </li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Researching the cultural issues that may impact on a given tourism operation</li> <li>• <b>Communicating ideas and information</b> - Initiating culturally appropriate consultation with key stakeholders</li> <li>• <b>Planning and organising activities</b> - Adjusting operational procedures to take account of cultural issues</li> <li>• <b>Working with teams and others</b> - Promoting the need for cultural sensitivity among staff members</li> <li>• <b>Using mathematical ideas and techniques</b> - Estimating potential for improved earnings from enhancing the cultural appropriateness of operations</li> <li>• <b>Solving problems</b> - Developing a response to a complaint about inappropriate behaviour on the part of a staff member</li> <li>• <b>Using technology</b> - Developing a PowerPoint presentation for a staff training session on culturally appropriate behaviour</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                                          |
|-----------|------------------------------------------|
| THTSOP03B | ACCESS AND INTERPRET PRODUCT INFORMATION |
|           |                                          |
| TRG       | Tour guiding                             |

**DESCRIPTION:** This unit deals with the skills and knowledge required to access and interpret specific tourism product information. Tourism personnel need to correctly interpret product information to fulfil a range of sales and operational activities such as selling tourism products and issuing documentation. This unit does not cover detailed interpretation of airfare information.

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Identify and access product information</b> | 1.1 Identify and access <b><i>sources of product information</i></b><br>1.2 Select appropriate sources in accordance with enterprise policy, commercial agreements and specific needs<br>1.3 Source <b><i>specific product information</i></b> to meet the particular sales or operational need                                                                                                                                                         |
| <b>2 Interpret product information</b>           | 2.1 Interpret general and/or brochure information and apply this to meet the particular sales or operational need<br>2.2 Interpret <b><i>specific details about the product</i></b> and accurately apply this to meet the particular sales or operational need<br>2.3 Interpret any <b><i>special jargon or specifications</i></b> used in product information and accurately apply this to meet the <b><i>particular sales or operational need</i></b> |

## Range Statements

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

| RANGE STATEMENT                           | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Product information systems</b>        | may be <ul style="list-style-type: none"> <li>• manual</li> <li>• computerised</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Sources of product information</b>     | may include but are not limited to <ul style="list-style-type: none"> <li>• the principal or supplier of the product</li> <li>• product library of the enterprise</li> <li>• internet</li> <li>• enterprise designed information systems eg, inventory control database</li> <li>• state government tourism authority information systems</li> <li>• national government tourism authority information systems</li> <li>• international government tourism authority information systems</li> <li>• Central Reservation Systems (CRS)</li> </ul> |
| <b>Specific product information</b>       | may be found in <ul style="list-style-type: none"> <li>• brochures</li> <li>• timetables</li> <li>• tariff sheets</li> <li>• confidential Tariff</li> <li>• sales kits</li> <li>• supplier information kits</li> <li>• product manuals</li> <li>• advertising fliers</li> <li>• manufacturer's specifications</li> </ul>                                                                                                                                                                                                                         |
| <b>Specific details about the product</b> | may include <ul style="list-style-type: none"> <li>• costs/tariffs/rates</li> <li>• conditions and rules</li> <li>• scheduling information</li> <li>• product codes</li> <li>• booking procedures</li> <li>• point of departure</li> <li>• touring inclusions and exclusions</li> <li>• technical specifications for audio visual and other meetings and events equipment</li> <li>• specifications for products to be branded with corporate details</li> </ul>                                                                                 |
| <b>Special jargon or specifications</b>   | may include                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | <ul style="list-style-type: none"> <li>• industry terminology</li> <li>• common abbreviations applied in the tourism industry</li> <li>• use of the 24 hour clock</li> <li>• technical capacity of equipment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>The particular sales or operational need</b>                             | <p>may include</p> <ul style="list-style-type: none"> <li>• providing destination information and advice</li> <li>• selling tourism products to the customer</li> <li>• preparing quotations</li> <li>• booking and co-ordinating a supplier services for the customer</li> <li>• receiving and processing a reservation from a customer</li> <li>• processing financial transactions</li> <li>• issuing non air documentation</li> <li>• organising functions</li> <li>• processing and monitoring meeting or event registrations</li> <li>• purchasing promotional products</li> <li>• hiring special equipment</li> </ul>                                                                                                                               |
| <b>Product and services offered within the tourism industry are diverse</b> | <p>Some examples of products and services are</p> <ul style="list-style-type: none"> <li>• transportation</li> <li>• transfers</li> <li>• accommodation</li> <li>• entertainment</li> <li>• tours</li> <li>• cruises</li> <li>• entrances to attractions or sites</li> <li>• tourist guiding services</li> <li>• activities</li> <li>• meals</li> <li>• functions</li> <li>• special items with customer's corporate branding</li> <li>• special events</li> <li>• venue facilities</li> <li>• convention facilities</li> <li>• speaker services</li> <li>• audiovisual services</li> <li>• meeting or event equipment</li> <li>• special event consumable items</li> <li>• food and beverage/catering</li> <li>• currency and banking services</li> </ul> |
| <b>The sport and recreation industry</b>                                    | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> </ul>                                                                                                                                                  |

|  |                                                                                                                                                                                                                                                                               |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge to access and interpret specific tourism product information</li> <li>Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>access and correctly interpret information on different categories of tourism products within enterprise acceptable timeframes</li> <li>demonstrate knowledge of product terminology and procedures (the range of products will vary according to the industry sector and workplace)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>THTSOP01B Operate an automated information system</li> <li>THTSOP02B Source and provide destination information and advice</li> <li>THTSOP04B Sell tourism products and services</li> <li>THTSOP05B Prepare quotations</li> <li>THTSOP06B Receive and process reservations</li> <li>THTSOP07B Book and co ordinate supplier services</li> <li>THTSOP08B Operate a computerised reservations systems</li> <li>THTSOP09B Process non air documentation</li> <li>THTSOP15B Process and monitor meeting/event registrations</li> <li>THTSOP16B Maintain a product inventory</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Sources of tourism product information</li> <li>Major categories of tourism products and services</li> <li>Industry terminology and common abbreviations in relation to major product categories</li> <li>General procedures in relation to major product categories</li> <li>Specific legal issues relating to different product categories</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Use of the 24 hour clock</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>demonstration of skill within a fully-equipped industry-realistic office environment using appropriate computers, printers, information programs and publications</li> </ul> </li> <li>Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                              |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ relevant area</li> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must ensure <ul style="list-style-type: none"> <li>○ demonstration of skills in accessing and interpreting product information to meet multiple and differing customer needs (ideally as a component of integrated work activity)</li> <li>○ accessing and interpretation of information within timeframes and constraints that reflect typical industry practice</li> </ul> </li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment methods must be chosen to ensure that skills required to access and interpret a range of product information can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills <ul style="list-style-type: none"> <li>○ the following examples are appropriate for this unit <ul style="list-style-type: none"> <li>▪ evaluation of integrated activities completed by the candidate, may include <ul style="list-style-type: none"> <li>▪ destinations</li> <li>▪ products</li> <li>▪ quotations</li> <li>▪ ticketing</li> </ul> </li> <li>▪ case studies to assess ability to obtain current, accurate and relevant destination and product information for particular purposes and contexts</li> <li>▪ evaluation of product research activities and information presentations</li> <li>▪ review of product options prepared by the candidate to meet differing customer needs</li> <li>▪ written and oral questioning or interview to test knowledge of the sources of product information and various product features</li> <li>▪ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> </li> </ul> |

| KEY 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              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Determining what product information is needed, establishing the correct source of the information system and accessing the required information</li> <li>• <b>Communicating ideas and information</b> - Correctly interpreting industry jargon and explaining this to a customer during sales activities</li> <li>• <b>Planning and organising activities</b> - Prioritising the order of product information to be accessed according to the deadline of the information requirement</li> <li>• <b>Working with teams and others</b> - Sharing newly accessed product information with colleagues who also need to access product information</li> <li>• <b>Using mathematical ideas and techniques</b> - Checking the costs of products and comparing these to other products to estimate the best fit for a customer sale</li> <li>• <b>Solving problems</b> - Conducting further searches when information on a requested product cannot be initially found</li> <li>• <b>Using technology</b> - Using a computerised information system, using faxes and email systems to source information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                                    |
|-----------|------------------------------------|
| THTSOP04B | SELL TOURISM PRODUCTS AND SERVICES |
|           |                                    |
| TRG       | Tour guiding                       |

**DESCRIPTION:** This unit deals with the skills and knowledge required to sell tourism services and products proactively in a range of industry contexts. This unit applies to staff, where selling is a key focus of the job role, such as travel consultants, information officers and reservations consultants.

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Identify customer needs</b>                 | 1.1 Accurately identify <b>specific customer needs and preferences</b> , including cultural needs and expectations<br>1.2 Identify any customer requirements which, if met, would breach <b>ethical and legal commitments</b><br>1.3 Establish rapport with the customer to promote goodwill and trust                                                                                                                                                                                                                                                                                                                                  |
| <b>2 Suggest products to meet customer needs</b> | 2.1 Undertake any required research to source information to meet specific customer needs<br>2.2 Tailor product options to the specific needs of the customer<br>2.3 Make any product suggestions in accordance with current enterprise promotional focus and any preferred product arrangements where appropriate<br>2.4 Make the customers aware of additional products and options which may enhance their itinerary<br>2.5 Provide all options within the appropriate or agreed timeframe<br>2.6 Present all options in a format and style most appropriate to the particular customer and in accordance with enterprise procedures |
| <b>3 Provide product information and advice</b>  | 3.1 Accurately identify the specific <b>product</b> information and advice needs of the customer<br>3.2 Provide current and accurate product information and advice in a timely manner<br>3.3 Ensure the scope and depth of the information is appropriate to the <b>customer needs</b><br>3.4 Present the information and advice in an appropriate format and style<br>3.5 Clearly explain and promote features and benefits to the customer<br>3.6 Provide additional information to overcome customer questions and objections<br>3.7 Select and use techniques at the appropriate time to close the sale with the customer          |
| <b>4 Follow up sales opportunities</b>           | 4.1 Where appropriate, make follow-up contact with the customer<br>4.2 Provide any required after <b>sales service</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The tourism or hospitality enterprise</b>                                           | could be a <ul style="list-style-type: none"> <li>• principal/supplier</li> <li>• an agent selling products and services on behalf of the principals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Products and service</b>                                                            | may be <ul style="list-style-type: none"> <li>• domestic</li> <li>• international</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>The range of products and services sold within the tourism industry is enormous</b> | some examples are <ul style="list-style-type: none"> <li>• transportation</li> <li>• airfares</li> <li>• travel insurance</li> <li>• brochured tour packages</li> <li>• specially tailored itineraries</li> <li>• transfers</li> <li>• accommodation</li> <li>• entertainment</li> <li>• tours</li> <li>• cruises</li> <li>• hire car</li> <li>• entrance to attractions or sites</li> <li>• tourist guiding services</li> <li>• activities</li> <li>• meals</li> <li>• functions</li> <li>• special items with customer's corporate branding</li> <li>• venue bookings</li> <li>• speaker services</li> <li>• audiovisual services</li> <li>• meeting or event equipment</li> <li>• special event consumable items</li> <li>• catering</li> </ul> |
| <b>Sales</b>                                                                           | may be made for <ul style="list-style-type: none"> <li>• a single product or service</li> <li>• multiple products and services making up a complete itinerary</li> <li>• individual customers</li> <li>• groups</li> <li>• one off touring arrangements</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"> <li>• series tours</li> <li>• incentive tours</li> <li>• meetings</li> <li>• conferences</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Selling</b>                                 | <p>could be</p> <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• on the phone</li> <li>• in writing</li> <li>• by fax</li> <li>• by email or other electronic transmission</li> <li>• related to the sale of a destination</li> <li>• related to the sale of specific product</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Specific customer needs and preferences</b> | <p>may be related to</p> <ul style="list-style-type: none"> <li>• preferences of different cultures/nationalities</li> <li>• family status</li> <li>• age</li> <li>• gender</li> <li>• available budget</li> <li>• time available</li> <li>• special interests</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Ethical and legal commitments</b>           | <p>may relate to the sale of</p> <ul style="list-style-type: none"> <li>• child sex tourism products or services</li> <li>• products which breach environmental laws</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>The sport and recreation industry</b>       | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to sell tourism services and products proactively in a range of industry contexts</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ communicate with the customer and correctly interpret the customer's requirements</li> <li>○ apply sales techniques in response to a range of different customer situations (the range of customer situations will vary according to the industry sector and workplace)</li> <li>○ demonstrate product knowledge</li> <li>○ demonstrate an understanding of consumer liability issues</li> </ul> </li> </ul>                                                                                                                                                                                                     |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ THTSOP03B Access and interpret product information</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ THTSOP02B Source and provide destination information and advice</li> <li>○ THTSOP05B Prepare quotations</li> <li>○ THTSOP06B Receive and process reservations</li> <li>○ THTSOP15B Process and monitor meeting/event registrations</li> <li>○ THTSOP19A Construct domestic airfares</li> <li>○ THTSOP20A Construct normal international airfares</li> <li>○ THTSOP21A Construct promotional international airfares</li> <li>○ THHGCS05B Organise in-house functions</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Principles of selling</li> <li>○ Legal liability and the implications of consumer legislation and regulation on selling tourism products as appropriate to the particular industry sector</li> <li>○ Special laws relating to the sale of prohibited products, eg, Child Sex Tourism Law</li> <li>○ Product knowledge as appropriate to the enterprise or industry sector</li> <li>○ The content and format of product information and ability to interpret this</li> <li>○ Considerations in selling such as negotiated costs, contractual arrangements or preferred supplier/agent arrangements that may be in place</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Sales technique</li> <li>○ Fundamental communication principles, specifically active listening and questioning</li> </ul> </li> </ul>                                                                                                       |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ use of relevant and current product information to support the sales process <ul style="list-style-type: none"> <li>▪ brochures</li> <li>▪ timetables</li> <li>▪ tariffs</li> <li>▪ product sales kits</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> <li>○ interaction with others to demonstrate selling techniques</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must ensure <ul style="list-style-type: none"> <li>○ demonstration of selling skills for multiple products and services and to meet varying customer needs</li> </ul> </li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Methods must be chosen to ensure that the skills required to sell tourism products and services can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills <ul style="list-style-type: none"> <li>○ the following examples are appropriate for this unit <ul style="list-style-type: none"> <li>▪ direct observation of the candidate using various sales techniques to sell a product or service</li> <li>▪ project and role-play activities which allow the candidate to demonstrate selling skills including sourcing initial and subsequent products to suit the changing customer requests and finalising the sale</li> <li>▪ written and oral questioning or interview to test knowledge of the consumer regulations which apply and communication principles which underpin sales</li> <li>▪ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> </li> </ul> |

| KEY 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                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Questioning the customer to ascertain their particular requirements and sourcing and evaluating appropriate products to meet their needs</li> <li>• <b>Communicating ideas and information</b> - Providing clear information to the customer about the various aspects of the products chosen for them, using selling techniques</li> <li>• <b>Planning and organising activities</b> - Prioritising the sequence of customer enquiries and actioning these to ensure the request is confirmed within the required deadline</li> <li>• <b>Working with teams and others</b> - Sourcing new product information from suppliers and sharing any new information with others in the sales team</li> <li>• <b>Using mathematical ideas and techniques</b> - Costing various products and checking that the cost falls within the budget of the customer</li> <li>• <b>Solving problems</b> - Sourcing alternative options to offer the customer when the first offer is not suitable to them</li> <li>• <b>Using technology</b> - Using a computerised information or reservation system to seek product information and costs</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|           |                    |
|-----------|--------------------|
| THTSOP05B | PREPARE QUOTATIONS |
|           |                    |
| TRG       | Tour guiding       |

**DESCRIPTION:** This unit deals with the skills and knowledge required to calculate the costs of products and services accurately and to present quotations to customers. This unit applies to many sales staff across multiple tourism sectors including travel consultants, reservation sales agents and event co-ordinators or managers. Generally, this unit relates to the provision of quotations for products and services where some costing and pricing has already been undertaken in the product development phase.

| ELEMENT                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Calculate costs of products and services</b> | 1.1 Create <b>records</b> to administer the <b>customer's</b> details and requirements<br>1.2 Source and accurately select and interpret product and costing information<br>1.3 If required, negotiate costs with suppliers in accordance with commercial agreements and relationships and level of responsibility held within the enterprise<br>1.4 Calculate commissions or mark up net costs in accordance with enterprise procedures and requirements to determine selling price<br>1.5 Accurately calculate any additional taxes, special fees and other charges<br>1.6 Accurately calculate any required currency conversions<br>1.7 Accurately calculate the final cost to the customer<br>1.8 Check all calculations and keep detailed and legible records of the method of calculation, in accordance with enterprise formats |
| <b>2 Provide quotations to customer</b>           | 2.1 Provide accurate quotations to customers in accordance with enterprise procedures and formats<br>2.2 Offer options with secondary quotations, as appropriate<br>2.3 Ensure that all quotations include accurate details on the following: inclusions and exclusions, payment requirements, general conditions and rules, date of current quote, life/expiry date of quotation<br>2.4 Record all details of the quotation accurately and legible and keep on file in accordance with enterprise procedures                                                                                                                                                                                                                                                                                                                          |
| <b>3 Update and amend quotations</b>              | 3.1 Adjust and update <b>quotations</b> to take account of changed requests or arrangements<br>3.2 Provide the most up-to-date quote to customers and ensure they are aware of the currency of the quote<br>3.3 Record all details of adjusted quotes and keep on file 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quotations      | <p>may be for</p> <ul style="list-style-type: none"> <li>• a single product or service</li> <li>• multiple products and services making up a complete itinerary</li> <li>• groups</li> <li>• individuals</li> <li>• one off touring arrangements</li> <li>• series tours</li> <li>• incentive tours</li> <li>• meetings</li> <li>• conferences</li> </ul> <p>may be prepared</p> <ul style="list-style-type: none"> <li>• manually</li> <li>• using a computer</li> </ul> <p>may be provided by</p> <ul style="list-style-type: none"> <li>• telephone</li> <li>• fax</li> <li>• email or other electronic transmission</li> <li>• mail</li> <li>• internal communication</li> </ul> <p>may be provided for an enormous range of products and services; some examples of products and services included in quotes are</p> <ul style="list-style-type: none"> <li>• domestic products and services</li> <li>• international products and services</li> <li>• transportation</li> <li>• transfers</li> <li>• accommodation</li> <li>• entertainment</li> <li>• tours</li> <li>• cruises</li> <li>• entrance to attractions or sites</li> <li>• tourist guiding services</li> <li>• activities</li> <li>• meals</li> <li>• functions</li> <li>• special items with customer's corporate branding</li> <li>• venue hire</li> <li>• speaker services</li> <li>• audiovisual services</li> </ul> |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"> <li>• meeting or event equipment</li> <li>• special event consumable items</li> <li>• catering</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Customer records</b>                  | <p>may be</p> <ul style="list-style-type: none"> <li>• a computer file</li> <li>• a manual file</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge calculate the costs of products and services accurately and to present quotations to customers</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ accurately cost and quote on a range of tourism products and services within enterprise acceptable timeframes</li> <li>○ demonstrate knowledge of industry practices in relation to commissions and mark-up</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ THTSOP03B Access and interpret product in formation</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ THTSOP04B Sell tourism products and services</li> <li>○ THTSOP06B Receive and process reservations</li> <li>○ THTSOP08B Operate a computerised reservations system</li> <li>○ THTGCS05B Organise in-house functions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Product knowledge as appropriate to specific industry sector</li> <li>○ Quotation systems and procedures as appropriate to the specific industry sector</li> <li>○ Industry commission/mark up procedures as appropriate to the specific industry sector</li> <li>○ Legal and consumer protection issues in specific relation to providing quotations</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Negotiated costs, contractual arrangements and preferred supplier arrangements in place</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ demonstration of skills within a fully-equipped industry-realistic office environment using appropriate computers, printers, information programs and publications</li> <li>○ use of a full range of operational documentation, eg, details of supplier contracts and customer files</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must               <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must ensure             <ul style="list-style-type: none"> <li>demonstration of skills in preparing and providing quotations for multiple products and to meet different customer needs (ideally as a component of integrated work activity)</li> <li>the completion of co-ordinating quotations and maintaining files within timeframes and constraints that reflect typical industry practice</li> </ul> </li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>Assessment methods must be chosen to ensure that the skills required to prepare and provide quotations can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills             <ul style="list-style-type: none"> <li>the following examples are appropriate for this unit                 <ul style="list-style-type: none"> <li>evaluation of integrated activities completed by the candidate (may include destinations, products, quotations and ticketing)</li> <li>case studies to assess ability to provide accurate quotations in response to particular customer requests or for a series of customer files</li> <li>written and oral questioning or interview to test knowledge of the principles which underpin quotation procedures and the consumer protection regulations which would apply</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> </li> </ul> |

| KEY 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                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Sourcing appropriate product and rate information, interpreting current product costs and conditions and evaluating the most appropriate fit for the customer</li> <li>• <b>Communicating ideas and information</b> - Providing information to customers on the conditions specifically applicable to the products quoted to them</li> <li>• <b>Planning and organising activities</b> - Determining and working towards the customer's quotation deadline; prioritising the order of quotations to be provided to various customers</li> <li>• <b>Working with teams and others</b> - Requesting information from product suppliers; sharing newly released information with colleagues involved in quoting</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating the net costs of various products and services and calculating a mark up to determine the selling price to the customer</li> <li>• <b>Solving problems</b> - Finding alternative products and costs to meet the customer's needs when first offered cost is not suitable</li> <li>• <b>Using technology</b> - Using a calculator; using a computerised information system to ascertain costs, conditions and schedules</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **VERTICAL RESCUE**





## Contents

|                                                   |    |
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|            |                          |
|------------|--------------------------|
| SROVTR001A | PERFORM VERTICAL RESCUES |
|            |                          |
| VTR        | Vertical rescue          |

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

This unit covers the knowledge and skills to use single rope techniques and mechanical advantage systems to perform self-rescue and the rescue of others in uncomplicated single pitch vertical contexts. It does not include the selection or assessment of the anchor.

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Ascend and descend a pitch using single rope techniques</b> | 1.1 Select <b>equipment</b> and <b>resources</b> to ascend and descend a rope pitch<br>1.2 Demonstrate use of <b>equipment</b> in accordance with manufacturer's specifications to ensure that design limits are not exceeded<br>1.3 <b>Rig</b> a rope to minimise the <b>effects of rope stretch</b> and <b>significant rub points</b> and to allow for efficient ascent/descent<br>1.4 Establish <b>personal safety systems</b><br>1.5 Ascend a fixed rope in a time efficient manner, demonstrating the ability to <b>tune the single rope technique rig</b> according to requirements<br>1.6 Descend a fixed rope, demonstrating appropriate procedures and techniques<br>1.7 Maintain personal safety whilst performing changeovers from ascending to descending and descending to ascending |
| <b>2 Negotiate simple obstacles to self-rescue</b>               | 2.1 Assess the situation and identify suitable <b>obstacle avoidance/extrication procedures</b><br>2.2 Carry out procedures whilst maintaining adequate personal safety measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>3 Establish and use mechanical advantage systems</b>          | 3.1 Identify <b>contexts requiring the use of mechanical advantage systems</b><br>3.2 Determine the type of system required after consideration of contextual issues<br>3.3 Establish operational systems to raise and lower a person or <b>equipment</b><br>3.4 Establish the system ensuring the safety of operators, the rescuee and others<br>3.5 Demonstrate use of <b>equipment</b> in a safe and effective manner in the system and in accordance with manufacturer's recommendations to ensure that design limits are not exceeded                                                                                                                                                                                                                                                        |
| <b>4 Perform vertical rescues</b>                                | 4.1 Demonstrate and justify an appropriate rescue <b>relevant techniques to assist abseiler</b> according to a set of given rescue <b>circumstances</b><br>4.2 Demonstrate an escape from a belay<br>4.3 Establish a rescue system efficiently and inform other group members of their role(s)<br>4.4 Construct and demonstrate the use of an improvised <b>harness</b> in a rescue situation<br>4.5 Operate a rescue system, demonstrating lowering and raising procedures to recover a conscious person in a single pitch situation (with assistance)                                                                                                                                                                                                                                           |

## Range Statements

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

| RANGE STATEMENT                                               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Circumstances</b>                                          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rescue personnel               <ul style="list-style-type: none"> <li>○ person injured</li> <li>○ 'frozen'</li> <li>○ wedged or inverted on pitch or element</li> <li>○ hair or clothing jam</li> </ul> </li> <li>• rescue equipment, eg, stuck rope, equipment retrieval</li> <li>• degree of urgency</li> <li>• pitch features</li> <li>• available resources</li> <li>• rescuee status and ability</li> <li>• rescuer ability</li> <li>• access to top and bottom of cliff</li> </ul> |
| <b>Contexts requiring use of mechanical advantage systems</b> | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• 'frozen' participant</li> <li>• body part wedged in rock</li> <li>• inverted participant unable to recover position</li> <li>• injured participant</li> </ul>                                                                                                                                                                                                                                                                                                                            |
| <b>Effects of rope stretch</b>                                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• abrasion</li> <li>• difficulties for the person ascending, eg, rope bounce, abrasions on the rock</li> <li>• undue stress on the anchor system</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| <b>Equipment</b>                                              | <p>[all categories relevant to activity]</p> <ul style="list-style-type: none"> <li>• Prusik cords</li> <li>• foot loops</li> <li>• tape</li> <li>• mechanical ascenders</li> <li>• descending devices</li> <li>• karabiners</li> <li>• maillon rapids</li> <li>• rope</li> <li>• helmet</li> <li>• harness</li> <li>• rescue pulley(s)</li> </ul>                                                                                                                                                                                                        |

|                                                  |                                                                                                                                                                                                             |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Harness</b>                                   | [all categories] <ul style="list-style-type: none"> <li>• sit</li> <li>• chest</li> </ul>                                                                                                                   |
| <b>Mechanical advantage systems</b>              | [one category] <ul style="list-style-type: none"> <li>• simple pulley systems, one moving pulley, eg, Z drags</li> <li>• compound pulley systems, more than one moving pulley, eg, pig-rig</li> </ul>       |
| <b>Obstacle avoidance/extrication procedures</b> | [all categories] <ul style="list-style-type: none"> <li>• by-passing obstacle</li> <li>• raising body weight</li> <li>• changeovers to another system whilst suspended on a rope</li> </ul>                 |
| <b>Personal safety systems</b>                   | [all categories] <ul style="list-style-type: none"> <li>• belays</li> <li>• self belays</li> </ul>                                                                                                          |
| <b>Relevant techniques to assist abseiler</b>    | [all categories] <ul style="list-style-type: none"> <li>• assisting to raise body weight</li> <li>• use of footloops to raise body weight</li> </ul>                                                        |
| <b>Resources</b>                                 | [all categories] <ul style="list-style-type: none"> <li>• human</li> <li>• physical</li> </ul>                                                                                                              |
| <b>Rigging</b>                                   | [all categories] <ul style="list-style-type: none"> <li>• natural anchors</li> <li>• fixed anchors</li> </ul>                                                                                               |
| <b>Significant rub points</b>                    | [all categories] <ul style="list-style-type: none"> <li>• at the pitch head</li> <li>• large protrusions</li> <li>• change in slope of the pitch</li> <li>• change in the direction of the pitch</li> </ul> |
| <b>Simple obstacles</b>                          | [all categories] <ul style="list-style-type: none"> <li>• knots</li> <li>• rope pads and protectors</li> <li>• traverses</li> <li>• other persons on pitch</li> </ul>                                       |

|                                           |                                                                                                                                                                                                              |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Single rope technique rig</b>          | <p>[all applicable categories]</p> <ul style="list-style-type: none"><li>• cows tails</li><li>• harnesses</li><li>• safety cords</li><li>• ascenders</li><li>• descenders</li><li>• footloops</li></ul>      |
| <b>Tuning a single rope technique rig</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• changes in cord length</li><li>• changing types of ascenders and descenders</li><li>• changes in the type of prusiking action used</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of rescue procedures and a range of equipment used for single pitch rescues</li> <li>• Assessment of performance should be over a minimum of three (3) rescue scenarios, covering all the prescribed categories from the Range Statements statements that are applicable in the learners environment</li> <li>• Assessment must confirm the ability to apply knowledge of rescue procedures to determine the most effective and efficient method for the situation</li> <li>• 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             <ul style="list-style-type: none"> <li>○ perform self-rescue in routine activity - specific situations</li> <li>○ efficiently ascend and descend rope in different situations with different obstacles</li> <li>○ release clothing and equipment jams (of self and others)</li> <li>○ assist 'frozen' participants</li> <li>○ determine whether to approach the rescuee from above or approach from below</li> <li>○ raise conscious participants and equipment (where relevant to the activity) with assistance from others with a similar or more advanced level of skill</li> <li>○ lower conscious participants and equipment in a controlled manner with assistance from others with a similar or more advanced level of skill</li> <li>○ raise or lower an unconscious person with assistance</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Other activity - specific units from the Fields of roping (eg, abseiling, canyoning, caving, climbing)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Anchor selection</li> <li>○ Rigging of rescue ropes</li> <li>○ Technical ascending ability</li> <li>○ Knowledge of relevant equipment and its use</li> <li>○ Principles of belay systems and devices</li> <li>○ Knots and their limitations in certain circumstances</li> <li>○ Knowledge of the implications of relevant industry, Australian and international standards</li> <li>○ Principles of mechanical advantage</li> <li>○ Equipment manufacturer's specifications and use limitations</li> <li>○ Safety systems and procedures</li> <li>○ Activity - specific technical knowledge</li> <li>○ Use of releasable hitches</li> <li>○ Descending methods for 2 person abseil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                   | <ul style="list-style-type: none"> <li>Required skills               <ul style="list-style-type: none"> <li>Problem solving to determine the most appropriate rescue method</li> <li>Rigging skills to establish rescue ropes</li> <li>Communication skills with other participants and rescuee</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>a suitable pitch (may be above or below ground)</li> <li>relevant roping equipment                   <ul style="list-style-type: none"> <li>helmets</li> <li>harness</li> <li>rope</li> <li>karabiners</li> <li>belay devices</li> </ul> </li> <li>rescue equipment                   <ul style="list-style-type: none"> <li>ascender/descenders</li> <li>pulleys</li> <li>knife</li> <li>slings</li> </ul> </li> <li>first aid equipment</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit but preferably be competent in the unit at the level above (i.e., SROVTR002A)</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as the complexity of a vertical rescue situation and the variety of scenarios this unit must be assessed over a minimum of three (3) different scenarios, in order to ensure consistency of performance over the Range Statements and contexts applicable to single pitch rescue situations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>Competency must be demonstrated in an activity - specific context (climbing, abseiling, canyoning or caving) with application of appropriate Range Statements. For valid and reliable assessment the rescue should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards</li> <li>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</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



| KEY 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              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on rescue situation</li> <li>• <b>Communicating ideas and information</b> - Communicating with other members of the rescue team</li> <li>• <b>Planning and organising activities</b> - Planning a rescue method for a particular situation</li> <li>• <b>Working with teams and others</b> - Working as part of a vertical rescue team</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating equipment required to perform rescue</li> <li>• <b>Solving problems</b> - Dealing with a person who's hair has become jammed in equipment</li> <li>• <b>Using technology</b> - Using ascenders on a rope to reach a victim</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                  |
|------------|----------------------------------|
| SROVTR002A | PERFORM COMPLEX VERTICAL RESCUES |
| VTR        | Vertical rescue                  |

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

This unit covers the knowledge and skills to rescue self and others in complex single and multi pitch vertical contexts. This unit only addresses specific vertical rescue competencies. It does not address generic competencies such as anchor selection.

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Determine appropriate rescue technique</b> | 1.1 Identify immediate <b>hazards</b> to self and others<br>1.2 Assess risks to self and others<br>1.3 Assess the situation in terms of <b>hazards</b> , rescue abilities, degree of urgency, physical and human resources.<br>1.4 Select and co-ordinate a <b>rescue method</b> suitable to the situation<br>1.5 Communicate directions to other members of the group in an appropriate manner<br>1.6 Demonstrate an escape from the belay system whilst maintaining the safety of the participant (where necessary)                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>2 Establish rescue system</b>                | 2.1 Identify <b>contexts</b> requiring the use of <b>mechanical advantage systems</b> and determine the type of system required after consideration of contextual issues<br>2.2 Establish operational systems to raise and lower a person or <b>equipment</b> , ensuring the safety of operators, the rescuee and others<br>2.3 Rig ropes efficiently for ascent or descent<br>2.4 Demonstrate use of <b>equipment</b> in a safe and effective manner in the system and in accordance with manufacturers recommendations to ensure that design limits are not exceeded                                                                                                                                                                                                                                                                                                                                                                             |
| <b>3 Perform vertical rescues</b>               | 3.1 Determine possible rescue techniques for individual situations and select the most appropriate technique for the degree of urgency, resources, rescuee status and ability and personal ability<br>3.2 Identify situations requiring approach from above or approach from below and apply correct approach procedures for the particular situation (as required) for <b>complex vertical rescues</b><br>3.3 Establish a rescue system efficiently and inform other group members of their role(s)<br>3.4 Construct and demonstrate the use of an improvised <b>harness</b> in a rescue situation<br>3.5 Operate a rescue system, demonstrating lowering and raising procedures, to recover conscious and unconscious persons in single and multi pitch situations (where relevant) with assistance from others who are unskilled in rescue techniques<br>3.6 Provide assistance to establish and use a system to rescue a person on a stretcher |

## Range Statements

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

| RANGE STATEMENT                 | CATEGORIES                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Complex vertical rescues</b> | <p>[five categories]</p> <ul style="list-style-type: none"> <li>• multi pitch</li> <li>• numerous obstacles to negotiate, eg, ledges, trees</li> <li>• limited anchors</li> <li>• rescuee is unconscious</li> <li>• limited physical resources</li> <li>• limited human resources/no assistance</li> <li>• extreme environmental conditions</li> </ul>                  |
| <b>Contexts</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rescue personnel, eg, person injured, 'frozen', wedged or inverted on pitch, hair or clothing jam</li> <li>• rescue equipment, eg, stuck rope, obstacles, equipment retrieval</li> </ul>                                                                                                               |
| <b>Equipment</b>                | <p>[all categories relevant to activity]</p> <ul style="list-style-type: none"> <li>• Prusik cords</li> <li>• foot loops</li> <li>• tape</li> <li>• mechanical ascenders</li> <li>• descending devices</li> <li>• karabiners</li> <li>• maillon rapids</li> <li>• rope</li> <li>• stretcher</li> <li>• helmet</li> <li>• harness</li> <li>• rescue pulley(s)</li> </ul> |
| <b>Harnesses</b>                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sit</li> <li>• chest</li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Hazards</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• extreme weather conditions, eg, electrical storms, sudden drops/climbs in temperature</li> <li>• exposure, eg, very high/low temperatures, rain</li> <li>• unstable surfaces</li> <li>• harness hang syndrome</li> </ul>                                                                               |

|                                     |                                                                                                                                                                                                                                                                            |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"><li>• sharp edges</li><li>• poor/insufficient anchors</li></ul>                                                                                                                                                                          |
| <b>Mechanical advantage systems</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• simple pulley systems, only one moving pulley in system, eg, z-drag</li><li>• compound pulley systems, more than one pulley in system, eg, pig-rig</li></ul>                                               |
| <b>Rescue method</b>                | <p>[all categories]</p> <ul style="list-style-type: none"><li>• raising</li><li>• lowering</li><li>• assisted rescue from above/below</li><li>• assisted rescue from above or below requiring diagonal or horizontal (traversing) techniques</li><li>• pluck off</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm in depth knowledge of vertical rescue procedures and a range of equipment used for vertical rescues</li> <li>• Assessment must confirm the ability to apply knowledge of vertical rescue procedures to determine the most effective and efficient method for the situation</li> <li>• In particular, assessment must confirm the ability to use all categories of rescue method relevant to the specific activity (abseiling, canyoning, caving, rock climbing) to respond to a variety of predictable and unpredictable rescue problems, including the ability to               <ul style="list-style-type: none"> <li>○ perform self-rescue in situations defined as complex vertical rescues within relevant categories of the Range Statements</li> <li>○ determine whether to approach the rescuee from above or approach from below</li> <li>○ raise conscious participants (where relevant to the activity) in complex rescue situations with assistance from others with limited rescue skills</li> <li>○ lower conscious participants in a controlled manner in complex rescue situations with assistance from others with limited level of skill</li> <li>○ raise or lower an unconscious person using the assistance of an unskilled person</li> <li>○ rescue persons in situations without assistance from others</li> <li>○ participate in the rescue of a person on a stretcher</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROVTR001A Perform vertical rescues</li> <li>○ SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SRXEMR002A Coordinate emergency response</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Other activity - specific units from the Fields of roping (eg, abseiling, canyoning, caving, challenge ropes courses, climbing)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Technical ascending ability</li> <li>○ Knowledge of relevant equipment and its use</li> <li>○ Principles of belay systems and devices</li> <li>○ Knots and their limitations in certain circumstances</li> <li>○ Knowledge of the implications of relevant industry, Australian and international standards</li> <li>○ Principles of mechanical advantage</li> <li>○ Equipment manufacturer's specifications and use limitations</li> <li>○ Safety systems and procedures</li> <li>○ Activity - specific technical knowledge</li> <li>○ Techniques to transfer loads from one rope to another using releasable hitches under load</li> <li>○ Use of counter balance abseil techniques</li> <li>○ Descending methods for a 2 person abseil</li> </ul> </li> <li>• Required skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ Problem solving to determine the most appropriate rescue method</li> <li>○ Rigging skills to set up rescue ropes</li> <li>○ Communication skills with other participants and rescuee</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ a suitable pitch (may be single or multi pitch)</li> <li>○ relevant roping equipment                   <ul style="list-style-type: none"> <li>▪ helmets</li> <li>▪ harness</li> <li>▪ rope</li> <li>▪ karabiners</li> <li>▪ belay devices</li> <li>▪ artificial protection</li> </ul> </li> <li>○ rescue equipment                   <ul style="list-style-type: none"> <li>▪ ascender/descenders</li> <li>▪ pulleys</li> <li>▪ knife</li> <li>▪ slings</li> </ul> </li> <li>○ first aid equipment</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit (i.e., SROVTR002A)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the complexity of a vertical rescue situation and the variety of scenarios this unit must be assessed over a minimum of three (3) different scenarios, in order to ensure consistency of performance over the Range Statements and contexts applicable to single pitch rescue situations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency must be demonstrated in an activity - specific context (climbing, abseiling, caving, canyoning) with application of appropriate Range Statements. For valid and reliable assessment the rescue should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                             |                                     |                |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                               | 3                          | 3                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on rescue situation</li> <li>• <b>Communicating ideas and information</b> - Communicating with other members of the rescue team</li> <li>• <b>Planning and organising activities</b> - Planning a rescue method for a particular situation</li> <li>• <b>Working with teams and others</b> - Working as part of a vertical rescue team</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating equipment required to perform rescue</li> <li>• <b>Solving problems</b> - Dealing with a person who's hair has become jammed in equipment</li> <li>• <b>Using technology</b> - Using ascenders on a rope to reach a victim</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                          |
|------------|--------------------------|
| SROVTR003A | INSTRUCT VERTICAL RESCUE |
|            |                          |
| VTR        | Vertical rescue          |

**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 in a vertical rescue activity.

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



|                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                       | <p>plan and instructional objectives.</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures</p>                                                                                                                                                                                                                 |
| <b>5 Apply appropriate teaching techniques for a vertical rescue session</b>          | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                            |
| <b>6 Teach required knowledge that applies to a vertical rescue activity</b>          | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to vertical rescue and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in vertical rescue</p> <p>6.3 Identify minimal impact practices appropriate to vertical rescue, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in vertical rescue, and determine client level of understanding in their use</p> |
| <b>7 Teach safety and rescue procedures appropriate to a vertical rescue activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to vertical rescue, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to vertical rescue</p> <p>7.4 Demonstrate rescue techniques specific to vertical rescue, and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                                  |
| <b>8 Teach vertical rescue skills</b>                                                 | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p> <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                                                           |
| <b>9</b>                                                                              | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communicate further vertical rescue knowledge</b>                      | vertical rescue<br>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>9.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>10 Conclude and evaluate the vertical rescue instructional session</b> | 10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion<br>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor<br>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<br>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning<br>10.5 Determine modifications to activities and delivery method(s), based on evaluations<br>10.6 Evaluate the suitability of <b>other related factors</b> |

## Range Statements

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

| RANGE STATEMENT                         | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aim of the instructional session</b> | <ul style="list-style-type: none"> <li>to instruct learners to independently participate in a vertical rescue activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Equipment</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>rescue equipment               <ul style="list-style-type: none"> <li>knife</li> <li>rescue pulley</li> <li>spare Prusik loops</li> <li>foot loops</li> <li>tape</li> <li>mechanical ascenders</li> <li>descending devices</li> <li>karabiners</li> <li>maillon rapids</li> <li>rope</li> <li>stretcher</li> </ul> </li> <li>safety equipment               <ul style="list-style-type: none"> <li>helmet</li> <li>belay devices</li> <li>first aid kit</li> </ul> </li> </ul> |
| <b>Hazards</b>                          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>may include               <ul style="list-style-type: none"> <li>extreme weather conditions                   <ul style="list-style-type: none"> <li>electrical storms</li> <li>sudden drops/climbs in temperature</li> </ul> </li> <li>exposure, eg, very high/low temperatures, rain</li> <li>unstable surfaces</li> <li>harness hang syndrome</li> <li>sharp edges</li> <li>poor/insufficient anchors</li> </ul> </li> </ul>                                                |
| <b>Other related factors</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>location</li> <li>equipment</li> <li>planning process</li> <li>group management</li> <li>sequencing of skill acquisition/progression</li> <li>skill acquisition tasks/activities</li> <li>feedback mechanisms</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Other resources</b>                  | <p>[all relevant categories]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ food and water</li><li>○ personal clothing</li><li>○ teaching aids</li><li>○ suitable artificial structure for teaching of unit(s)</li></ul></li></ul>                                                                                                                                                                                                                                                    |
| <b>Sequence</b> | <p>[two categories]</p> <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ simple to complex</li><li>○ 'part' to 'whole'</li><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul></li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a vertical rescue instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 vertical rescue skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate vertical rescue techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for vertical rescue</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>▪ SROVTR002A Perform complex vertical rescues</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of vertical rescue                   <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ land and water management authorities</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of vertical</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>rescue skills</p> <ul style="list-style-type: none"> <li>• Required skills <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing vertical rescue</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Vertical rescue skills to demonstrate and correct technique</li> <li>○ Observation and interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of vertical rescue instructional sessions</li> <li>○ rescue equipment <ul style="list-style-type: none"> <li>▪ knife</li> <li>▪ rescue pulley</li> <li>▪ spare Prusik loops</li> <li>▪ foot loops</li> <li>▪ tape</li> <li>▪ mechanical ascenders</li> <li>▪ descending devices</li> <li>▪ karabiners</li> <li>▪ maillon rapids</li> <li>▪ rope</li> <li>▪ stretcher</li> </ul> </li> <li>○ safety equipment <ul style="list-style-type: none"> <li>▪ helmet</li> <li>▪ belay devices</li> <li>▪ first aid kit</li> </ul> </li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ instructional tools <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit (i.e., SROVTR003A)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | contexts applicable to instructing vertical rescue skills on natural surfaces                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• For valid and reliable assessment this unit of competency must be assessed in the context of a vertical rescue activity with a range of clients (not peers), on natural surfaces</li><li>• 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</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



# **WHITE WATER RESCUE**



## Contents

|                                                                                             |           |
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|            |                                         |
|------------|-----------------------------------------|
| SROWWR001B | APPLY SELF RESCUE SKILLS IN WHITE WATER |
|            |                                         |
| WWR        | White water rescue                      |

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

This unit deals with the knowledge and skills to respond safely and appropriately in white water in order to self-rescue.

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Demonstrate defensive swimming techniques</b>  | 1.1 Identify the potential <b>hazards</b> when swimming in white water<br>1.2 Adopt the correct body position to minimise injury following <b>craft</b> capsize                                                                                                                                                                                                                                               |
| <b>2 Demonstrate aggressive swimming techniques</b> | 2.1 Demonstrate the ability to set a ferry angle in order to reach the bank or eddy<br>2.2 Demonstrate breaking in and out of eddies in order to get to shore<br>2.3 Identify and demonstrate techniques to actively free oneself from river <b>hazards</b> in simulations<br>2.4 Demonstrate the ability to wade across a swift current of mid-thigh depth, alone and using support, in order to self rescue |
| <b>3 Demonstrate craft re-entry</b>                 | 3.1 Identify a variety of different re-entry techniques<br>3.2 Select a method of re-entry after consideration of physical ability, type of <b>craft</b> and <b>situational variances</b>                                                                                                                                                                                                                     |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                              |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Craft</b>                 | [one category] <ul style="list-style-type: none"> <li>• rafts</li> <li>• canoes</li> <li>• kayaks</li> </ul>                                                                                                                                                                            |
| <b>Hazards</b>               | [three categories] <ul style="list-style-type: none"> <li>• stoppers</li> <li>• strainers</li> <li>• holes</li> <li>• rocks</li> <li>• waterfalls</li> <li>• manmade objects</li> <li>• weirs</li> <li>• sieves</li> <li>• undercuts</li> <li>• snags</li> <li>• wire fences</li> </ul> |
| <b>Situational variances</b> | [all categories] <ul style="list-style-type: none"> <li>• depth of water</li> <li>• current</li> <li>• imminent hazards</li> <li>• availability of assistance</li> </ul>                                                                                                                |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of hydrology and the potential implications for 'swimmers' in white water</li> <li>Assessment of the performance should be over one (1) day covering the prescribed number of categories from the Range Statements that are applicable in the learner's environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge of hydrology and swimming techniques to adopt the appropriate body position in white water</li> <li>to self rescue using aggressive swimming technique</li> <li>re-enter craft following a capsized</li> </ul> </li> </ul>                                                                                                                                                                                                                                    |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROWWR002B Perform white water rescues and recoveries</li> <li>SROWWR003B Perform a comprehensive range of white water rescues and recoveries</li> <li>Units dealing with white water paddling competencies (in canoeing, kayaking or rafting)</li> </ul> </li> </ul>                                                                                                                                                       |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Defensive swimming techniques</li> <li>Aggressive swimming techniques</li> <li>Hydrology</li> <li>Rescue techniques</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to swim in fast moving water in paddling gear</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>white water with Grade 2 rapids</li> <li>craft</li> <li>paddle(s)</li> <li>throw bags</li> <li>helmet</li> <li>Personal Flotation Device (PFD)</li> <li>suitable personal clothing</li> <li>first aid kit</li> <li>equipment to simulate hazards</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in the unit SROWWR002B</li> <li>be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>have current knowledge and understanding of the competency standards and their use as benchmarks</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the wide range of potential hazards and the situational variances this unit of competency must be assessed over one (1) day covering at least eight (8) possible hazards in order to ensure consistency of performance over the Range Statements and contexts applicable to taking part in activities on white water</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable 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 in a safe Grade 2 rapid without the danger of being swept downstream into more difficult conditions and the clients familiar with swimming in such conditions</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                            |                             |                                     |                |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2                               | 3                          | 1                           | 2                                   | 3              | -              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Identifying quickly, a situation that may be potentially dangerous</li> <li>• <b>Communicating ideas and information</b> - Assisting a person to re-enter a craft</li> <li>• <b>Planning and organising activities</b> - Planning the most adequate location to cross a river</li> <li>• <b>Working with teams and others</b> - Forming a group to aid stability in a river crossing situation</li> <li>• <b>Using mathematical ideas and techniques</b> - Setting appropriate "ferry" angles to cross a river</li> <li>• <b>Solving problems</b> - Freeing self from river hazards whilst swimming</li> <li>• <b>Using technology</b> - Not applicable</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                            |
|------------|--------------------------------------------|
| SROWWR002B | PERFORM WHITE WATER RESCUES AND RECOVERIES |
| WWR        | White water rescue                         |

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

This unit covers the knowledge and technical skills required to perform rescues and recoveries in routine, predictable situations in rafting or canoeing/kayaking activities on water up to Grade 3 standard.

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Determine appropriate rescue/recovery technique</b>                    | 1.1 Identify immediate <b>hazards</b> to self and others<br>1.2 Assess <b>risks</b> to self and others<br>1.3 Assess the situation in terms of <b>hazards</b> , rescue abilities, degree of urgency, <b>physical</b> and human <b>resources</b><br>1.4 Select a <b>rescue/recovery method</b> suitable to the situation<br>1.5 Communicate rescue/recovery plan to those assisting                                                                                                                                                                                                                                                              |
| <b>2 Demonstrate the necessary skills to perform rescues and recoveries</b> | 2.1 Demonstrate using a reach technique to perform a rescue<br>2.2 Throw resources such as throw bags and rope coils in a manner to reach a swimmer in moving water<br>2.3 Demonstrate towing techniques in moving water<br>2.4 Demonstrate safe contact methods to rescue and transport a swimmer<br>2.5 Demonstrate methods to <b>tether a craft</b> in order to perform a rescue or recovery, where appropriate<br>2.6 Demonstrate a range of <b>methods to release entrapments</b> , suitable to the situations, to release an <b>entrapment</b><br>2.7 Communicate directions to other members of the rescue team in an appropriate manner |
| <b>3 Use mechanical advantage systems to perform rescues/recoveries</b>     | 3.1 Identify <b>situations requiring the use of a mechanical advantage system</b> and establish the type of system required after consideration of <b>contextual issues</b><br>3.2 Establish <b>mechanical advantage systems</b> and use equipment in a safe and effective manner in accordance with manufacturer's specifications to ensure that design limits are not exceeded<br>3.3 Modify, where necessary, the system to increase efficiency<br>3.4 Establish appropriate <b>mechanical advantage systems</b> to perform rescues and recoveries in a range of situations and maintain adequate <b>communication</b> throughout            |

## Range Statements

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

| RANGE STATEMENT                     | CATEGORIES                                                                                                                                                                                                                                                             |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>                | [three categories] <ul style="list-style-type: none"> <li>• may be via               <ul style="list-style-type: none"> <li>○ verbal calls</li> <li>○ hand signals</li> <li>○ whistles</li> <li>○ mobile telephones</li> <li>○ field telephones</li> </ul> </li> </ul> |
| <b>Contextual issues</b>            | [all categories] <ul style="list-style-type: none"> <li>• urgency</li> <li>• physical and human resources</li> <li>• level of consciousness of rescuee</li> <li>• rescue situation</li> <li>• type of craft</li> <li>• access</li> <li>• physical situation</li> </ul> |
| <b>Entrapment</b>                   | [all categories] <ul style="list-style-type: none"> <li>• limb</li> <li>• body</li> <li>• recirculation</li> <li>• rope entanglements</li> </ul>                                                                                                                       |
| <b>Hazards</b>                      | [all categories] <ul style="list-style-type: none"> <li>• stoppers</li> <li>• waterfalls</li> <li>• strainers</li> <li>• holes</li> <li>• manmade objects</li> <li>• rocks</li> <li>• sieves</li> <li>• undercut rocks</li> <li>• submerged features</li> </ul>        |
| <b>Mechanical advantage systems</b> | [all categories] <ul style="list-style-type: none"> <li>• z drags (3:1)</li> <li>• pig-rigs (4:1)</li> </ul>                                                                                                                                                           |

|                                                           |                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"> <li>vector pulls</li> </ul>                                                                                                                                                                                                                                       |
| <b>Methods to release entrapments</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>from craft</li> <li>shore</li> <li>contact</li> </ul>                                                                                                                                                                                 |
| <b>Physical resources</b>                                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>karabiners</li> <li>screw links</li> <li>rope</li> <li>pulleys</li> <li>prussiks</li> <li>webbing</li> <li>throwbags</li> <li>knife</li> <li>whistle</li> <li>tow line systems</li> <li>tape slings</li> <li>paddle clamps</li> </ul> |
| <b>Rescue/recovery</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>"reach, throw, row, go or tow" options from either shore or a craft</li> <li>assisted</li> <li>unassisted</li> </ul>                                                                                                                  |
| <b>Risks</b>                                              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>imminent drowning</li> <li>near death experience ("car park" drowning)</li> <li>injury</li> <li>entrapment</li> <li>hypothermia</li> </ul>                                                                                            |
| <b>Situations requiring a mechanical advantage system</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>rescue of paddler</li> <li>recovery of craft</li> <li>trapped paddler</li> <li>recovery of other equipment</li> </ul>                                                                                                                 |
| <b>Tether a craft</b>                                     | <p>[one categories]</p> <ul style="list-style-type: none"> <li>may employ             <ul style="list-style-type: none"> <li>two and/or four point boat tether system</li> <li>high line with a craft on tether system</li> </ul> </li> </ul>                                                        |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the principles underpinning white water rescue/recovery techniques in the workplace</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of white water rescue/recovery techniques to choose an appropriate technique to suit the purpose</li> <li>○ perform a range of white water rescues and recoveries in response to routine, predictable situations on Grade 2 water (canoeing) and grade 3 water (rafting) when there is adequate physical and human resources available</li> <li>○ use tensioned lines, snag lines, tag lines and mechanical advantage systems</li> </ul> </li> </ul>                                                                                                   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROWWR001B Apply self rescue skills in white water</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with other units               <ul style="list-style-type: none"> <li>○ SROWWR003B Perform a comprehensive range of white water rescues and recoveries</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Hydrology</li> <li>○ Aggressive and defensive swimming techniques</li> <li>○ "Life saving" techniques, eg, safe approaches to distressed swimmer</li> <li>○ Methods of shallow water crossing</li> <li>○ Mechanical advantage systems, eg, Z drag, pig-rig, Vector pull</li> <li>○ Use of tag lines, snag lines, tensioned diagonal rope</li> <li>○ Equipment usage in rescue situations</li> <li>○ First aid knowledge appropriate to the location and level of responsibility</li> <li>○ Communication systems on the river</li> <li>○ Knots for use in rescue set-ups</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Ability to throw rope and throwbags including multi-throws</li> <li>○ Swimming ability in paddling gear in moving water</li> <li>○ Towing and craft handling</li> <li>○ Paddling</li> <li>○ First aid skills appropriate to the location and level of responsibility</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable white water locations</li> <li>○ Personal Flotation Device (PFD)</li> <li>○ helmet</li> <li>○ suitable personal clothing</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ throwbags</li> <li>○ craft</li> <li>○ paddles</li> <li>○ first aid kit</li> <li>○ equipment to simulate hazards</li> <li>○ rescue equipment as per Physical Resources in Range Statements</li> </ul> <ul style="list-style-type: none"> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROWWR003B Perform a comprehensive range of white water rescues and recoveries)</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the range of hazards, systems and resources, this unit of competency must be assessed over a minimum of three (3) different occasions on white water in order to ensure consistency of performance over the Range Statements and contexts applicable to performing rescues and recoveries on white water</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity and must be performed in safe rapids without the danger of being swept downstream into more difficult conditions. Simulated obstacles/strainers should have a quick release system from both ends and the clients familiar with the potential hazards involved with white water activities</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                         |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                               | 3                          | 3                           | 3                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on rescue situation to ascertain suitable rescue method</li> <li>• <b>Communicating ideas and information</b> - Allocating positions to other party members in rescue situation</li> <li>• <b>Planning and organising activities</b> - Planning method of rescue/recovery suitable to situation</li> <li>• <b>Working with teams and others</b> - Working as a group to effect a rescue</li> <li>• <b>Using mathematical ideas and techniques</b> - Using multiplier effect of mechanical advantage systems</li> <li>• <b>Solving problems</b> - Dealing with a "pinned" boat on a rapid</li> <li>• <b>Using technology</b> - Using mechanical advantage systems to aid rescue</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                                     |
|------------|---------------------------------------------------------------------|
| SROWWR003B | PERFORM A COMPREHENSIVE RANGE OF WHITE WATER RESCUES AND RECOVERIES |
| WWR        | White water rescue                                                  |

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

This unit deals with the knowledge and technical skills to perform rescues and recoveries in complex and non-predicable situations in rafting and canoeing/kayaking activities on water up to Grade 4 standard.

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Determine appropriate rescue/recovery technique</b>                    | 1.1 Identify immediate <b>hazards</b> to self and others<br>1.2 Assess <b>risks</b> to self and others<br>1.3 Assess the situation in terms of <b>hazards</b> , rescue abilities, degree of urgency, human and <b>physical resources</b><br>1.4 Select and coordinate a <b>rescue/recovery method</b> suitable to the situation<br>1.5 Communicate recovery/rescue plan to those assisting                                                                                                                                                                                                                                                                      |
| <b>2 Demonstrate the necessary skills to perform rescues and recoveries</b> | 2.1 Demonstrate using a reaching technique to perform a rescue<br>2.2 Throw <b>resources</b> such as throw bags and rope coils in a manner to reach a swimmer in moving water<br>2.3 Demonstrate towing techniques in moving water<br>2.4 Demonstrate safe contact methods to rescue and transport a swimmer<br>2.5 Demonstrate a variety of methods to <b>tether a craft</b> in order to perform a rescue or recovery, where appropriate<br>2.6 Demonstrate a range of <b>methods to release entrapments</b> , suitable to the situations, to release an entrapment<br>2.7 Communicate directions to other members of the rescue team in an appropriate manner |
| <b>3 Use mechanical advantage systems to perform rescues/recoveries</b>     | 3.1 Identify <b>situations requiring the use of a mechanical advantage system</b> and establish the type of system required after consideration of <b>contextual issues</b><br>3.2 Establish <b>mechanical advantage systems</b> and use equipment in a safe and effective manner in accordance with manufacturer's specifications to ensure that design limits are not exceeded<br>3.3 Modify, where necessary, the system to increase efficiency<br>3.4 Establish appropriate <b>mechanical advantage systems</b> to perform rescues and recoveries in a range of situations and maintain adequate <b>communication</b> throughout                            |



## Range Statements

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

| RANGE STATEMENT                     | CATEGORIES                                                                                                                                                                                                                                                             |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>                | [three categories] <ul style="list-style-type: none"> <li>• may be via               <ul style="list-style-type: none"> <li>○ verbal calls</li> <li>○ hand signals</li> <li>○ whistles</li> <li>○ mobile telephones</li> <li>○ field telephones</li> </ul> </li> </ul> |
| <b>Contextual issues</b>            | [all categories] <ul style="list-style-type: none"> <li>• urgency</li> <li>• physical and human resources</li> <li>• level of consciousness of rescuee</li> <li>• rescue situation</li> <li>• type of craft</li> <li>• access</li> <li>• physical situation</li> </ul> |
| <b>Entrapment</b>                   | [all categories] <ul style="list-style-type: none"> <li>• limb</li> <li>• body</li> <li>• recirculation</li> <li>• rope entanglements</li> </ul>                                                                                                                       |
| <b>Hazards</b>                      | [all categories] <ul style="list-style-type: none"> <li>• stoppers</li> <li>• waterfalls</li> <li>• strainers</li> <li>• holes</li> <li>• manmade objects</li> <li>• rocks</li> <li>• sieves</li> <li>• undercut rocks</li> <li>• submerged features</li> </ul>        |
| <b>Mechanical advantage systems</b> | [all categories] <ul style="list-style-type: none"> <li>• z drags (3:1)</li> <li>• pig-rigs (4:1)</li> </ul>                                                                                                                                                           |

|                                                           |                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"> <li>• vector pulls</li> </ul>                                                                                                                                                                                                                              |
| <b>Methods to release entrapments</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• from craft</li> <li>• shore</li> <li>• contact</li> </ul>                                                                                                                                                                    |
| <b>Physical resources</b>                                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• karabiners</li> <li>• rope</li> <li>• pulleys</li> <li>• Prusik cords</li> <li>• webbing/tape slings</li> <li>• throwbags</li> <li>• knife</li> <li>• paddle clamp</li> <li>• whistle</li> <li>• tow line systems</li> </ul> |
| <b>Rescue/recovery method</b>                             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• "reach, throw, row, go or tow" options from either shore or a craft</li> <li>• assisted</li> <li>• unassisted</li> </ul>                                                                                                     |
| <b>Risks</b>                                              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• imminent drowning</li> <li>• near death experience ("car park" drowning)</li> <li>• injury</li> <li>• entrapment</li> <li>• hypothermia</li> </ul>                                                                           |
| <b>Situations requiring a mechanical advantage system</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rescue of paddler</li> <li>• recovery of craft</li> <li>• trapped paddler</li> <li>• recovery of other equipment</li> </ul>                                                                                                  |
| <b>Tether a craft</b>                                     | <p>[one category]</p> <ul style="list-style-type: none"> <li>• may employ             <ul style="list-style-type: none"> <li>○ two and/or four point boat tether system</li> <li>○ high line with a craft on tether system</li> </ul> </li> </ul>                                             |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm comprehensive knowledge of the principles underpinning white water rescue/recovery techniques</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements and should be performed on Grade 2/3 rapids</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ choose an appropriate technique of white water rescue/recovery to suit the purpose recognising the factors that need to be considered should rescues/recoveries be undertaken on Grade 3 rapids and above</li> </ul> </li> <li>• Assessment should confirm the ability to establish and use tensioned lines, snag lines, tag lines and mechanical advantage systems in situations where there may be               <ul style="list-style-type: none"> <li>○ more than one person or craft requiring rescue/recovery</li> <li>○ limited human resources</li> <li>○ limited physical resources</li> <li>○ difficulty in establishing anchors or tensioned lines</li> <li>○ hazards to rescuers</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROWWR002B Perform white water rescues and recoveries</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SRXEMR002A Coordinate emergency response</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS005B Apply search and rescue skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Hydrology</li> <li>○ Aggressive and defensive swimming techniques</li> <li>○ "Life saving" techniques, eg, safe approaches to distressed Swimmer</li> <li>○ Methods of shallow water crossing</li> <li>○ Mechanical advantage systems, eg, Z drag, pig-rig, Vector pull</li> <li>○ Use of tag lines, snag lines, tensioned diagonal rope</li> <li>○ Equipment usage in rescue situations</li> <li>○ Equipment improvisation</li> <li>○ First aid knowledge appropriate to the location and level of responsibility</li> <li>○ Communication systems on the river</li> <li>○ Knots for use in rescue set-ups</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Ability to throw rope and throwbags including multi-throws</li> <li>○ Swimming ability in paddling gear in moving water</li> <li>○ Towing and craft handling</li> <li>○ Paddling and controlling a craft in white water</li> <li>○ First aid skills appropriate to the location and level of responsibility</li> </ul> </li> </ul>                                                                                                  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                   | <ul style="list-style-type: none"> <li>○ suitable white water locations</li> <li>○ Personal Flotation Device (PFD)</li> <li>○ craft</li> <li>○ paddles</li> <li>○ helmet</li> <li>○ throwbag</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ equipment to simulate hazards</li> <li>○ rescue equipment as per Physical Resource in Range Statements</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A</li> <li>○ have current knowledge and understanding of the competency standards and their use as benchmarks</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the range of hazards, systems and resources, this unit of competency must be assessed over a minimum of three (3) different occasions on white water in order to ensure consistency of performance over the Range Statements and contexts applicable to performing rescues and recoveries on white water</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity and must be performed in Grade 2/3 rapids without the danger of being swept downstream into more difficult conditions. Simulated obstacles/strainers should have a quick release system from both ends and the clients familiar with the potential hazards involved with white water activities</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                    |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2                               | 3                          | 3                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and analysing information regarding a situation, to determine a rescue method</li> <li>• <b>Communicating ideas and information</b> - Delegating positions to other party members</li> <li>• <b>Planning and organising activities</b> - Planning a suitable method of rescue</li> <li>• <b>Working with teams and others</b> - Working in a team environment to affect a rescue</li> <li>• <b>Using mathematical ideas and techniques</b> - Changing angles of effect in a vector pull</li> <li>• <b>Solving problems</b> - Removing a "pinned" craft from a rapid</li> <li>• <b>Using technology</b> - Using karabiners, Prusiks and rope to assist in rescue</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROWWR004A | INSTRUCT WHITE WATER RESCUE |
| WWR        | White water rescue          |

**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 white water rescue activity.

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

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

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



## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• rescue equipment <ul style="list-style-type: none"> <li>○ knife</li> <li>○ rescue pulley</li> <li>○ Prusik loops</li> <li>○ tape</li> <li>○ karabiners</li> <li>○ maillon rapids</li> <li>○ throwbags</li> <li>○ whistle</li> <li>○ paddle clamp</li> </ul> </li> <li>• safety equipment, eg, helmet, personal flotation device (PFD), first aid kit</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ stoppers</li> <li>○ waterfalls</li> <li>○ strainers</li> <li>○ holes</li> <li>○ manmade objects</li> <li>○ rocks</li> <li>○ sieves</li> <li>○ undercut rocks</li> <li>○ submerged features</li> </ul> </li> </ul>                                                                                          |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                                                                            |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable artificial hazards for teaching of unit(s)</li> </ul> </li> </ul>                                                                                                                                        |

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| <b>Sequence</b> | <p>[two categories]</p> <ul style="list-style-type: none"><li>• may include<ul style="list-style-type: none"><li>○ simple to complex</li><li>○ "part" to "whole"</li><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul></li></ul> |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a white water rescue instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 white water rescue skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate white water rescue techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for white water rescue</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>▪ SROWWR003B Perform a comprehensive range of white water rescues and recoveries</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of white water rescue                   <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ land and water management authorities</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                   | <ul style="list-style-type: none"> <li>○ Safety procedures during the conduct or instruction of white water rescue skills</li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing white water rescue</li> <li>○ Paddling skills in either a raft, canoe or kayak to control craft in Grade 3 situations</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ White water rescue skills to demonstrate and correct technique</li> <li>○ Observation and interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of white water rescue instructional sessions</li> <li>○ rescue equipment                 <ul style="list-style-type: none"> <li>▪ knife</li> <li>▪ rescue pulley</li> <li>▪ Prusik loops</li> <li>▪ tape</li> <li>▪ karabiners</li> <li>▪ maillon rapids</li> <li>▪ throwbags</li> <li>▪ whistle</li> <li>▪ paddle clamp</li> </ul> </li> <li>○ safety equipment, eg, helmet, personal flotation device (PFD), first aid kit)</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ instructional tools may include                 <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts, etc</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | contexts applicable to instructing white water rescue skills on graded water                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b> | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a white water rescue activity with a range of clients (not peers), on graded water. Simulated obstacles/strainers should have a quick release system from both ends and the clients familiar with the potential hazards involved with white water activities</li> <li>• 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</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **YACHTING – BALLASTED YACHT**





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|            |                                            |
|------------|--------------------------------------------|
| SROYAC001B | COMPLY WITH MARITIME RULES AND REGULATIONS |
|            |                                            |
| YAC        | Yachting - Ballasted yacht                 |

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

This unit covers the knowledge and skills required to determine the Rules and regulations applicable to a marine activity and to apply them in the context of that activity.

| ELEMENT                                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>1 Determine relevant rules and regulations</b>                                       | 1.1 Access relevant International <b><i>Regulations for the Prevention of Collision at Sea</i></b> , where appropriate to the <b><i>maritime activity</i></b><br>1.2 Access regulations applying to the use of Inland Waters, where appropriate to the activity<br>1.3 Determine regulations applicable to a particular <b><i>maritime activity</i></b> , craft and location<br>1.4 Source other relevant state/territory or local legislation governing the use of an area for specific activities |
| <b>2 Comply with relevant rules and regulations with respect to a specific activity</b> | 2.1 Recognise situations where Rules must be applied in order to avoid collisions and determine the correct application<br>2.2 Determine minimum <b><i>safety requirements</i></b> for a specific activity, as specified by <b><i>relevant legislation</i></b><br>2.3 Demonstrate compliance with all relevant rules and legislation whilst participating in an activity                                                                                                                            |

## Range Statements

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

| RANGE STATEMENT                                           | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Maritime activities</b>                                | <p>[one category]</p> <ul style="list-style-type: none"> <li>• windsurfing</li> <li>• small boat sailing</li> <li>• motor cruising</li> <li>• yachting</li> <li>• power boating</li> <li>• jet skiing</li> <li>• sea kayaking</li> <li>• recreational fishing</li> <li>• charter boat operations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Relevant legislation</b>                               | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• state/territory Departments of Transport/Harbours and Marine</li> <li>• state/territory Departments of Conservation (or equivalent)</li> <li>• state/territory Departments of Fisheries/Primary Industries</li> <li>• local port regulations</li> <li>• road traffic regulations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Regulations for the Prevention of Collision at Sea</b> | <p>[all categories relevant to type(s) of craft]</p> <ul style="list-style-type: none"> <li>• responsibility (rule 2)</li> <li>• basic definitions (rule 3)</li> <li>• look-out (rule 5)</li> <li>• safe speed (rule 6)</li> <li>• risk of collision (rule 7)</li> <li>• action to avoid collision (rule 8)</li> <li>• narrow channel (rule 9)</li> <li>• traffic separation schemes (rule 10)</li> <li>• sailing vessels (rule 12)</li> <li>• overtaking (rule 13)</li> <li>• head-on situation (rule 14)</li> <li>• crossing situation (rule 15)</li> <li>• action by give-way vessel (rule 16)</li> <li>• action by stand-on vessel (rule 17)</li> <li>• responsibility between vessels (rule 18)</li> <li>• restricted visibility (rule 19)</li> <li>• lights, shapes, etc (rules 20 - 31)</li> <li>• sound signals (rule 34)</li> <li>• diving and underwater operations</li> </ul> |
| <b>Safety requirements</b>                                | <p>[all categories relevant to type(s) of craft]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|  |                                                                                                                                                                                                                                                                                                                                                                                               |
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|  | <ul style="list-style-type: none"><li>• may specify use of/access to<ul style="list-style-type: none"><li>○ personal flotation devices(PFD), type1, 2 or 3</li><li>○ first aid kits</li><li>○ engine spares</li><li>○ distress flares</li><li>○ radios</li><li>○ harnesses</li><li>○ Emergency Position Indicating Radio Beacon (EPRIB)</li><li>○ fire fighting equipment</li></ul></li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of legislation applicable to a specific activity conducted within the marine/aquatic environment in the workplace</li> <li>• Assessment of performance should be over one (1) occasion covering the prescribed number of categories from the Range Statements that are applicable to the type of craft and maritime activity in the learners environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ comply with all relevant international, State/Territory and local legislation applicable to the conduct of a particular activity</li> <li>○ apply knowledge of the legislation to avoid collisions and maintain safety</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Units specific to the particular outdoor activity</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ International, state/territory and local legislation that impact upon particular activity or context</li> <li>○ Factors that affect application of international, state/territory and local legislation to specific locations, persons and situations</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Ability to apply specific rules and legislation to particular activity/craft or location</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ relevant International, State/Territory and local legislation</li> <li>○ a suitable location</li> <li>○ craft and equipment to participate in a particular maritime activity</li> <li>○ food and water resources</li> <li>○ personal protective clothing appropriate to the activity and conditions</li> <li>○ personal floatation device (PFD)</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                   | <p>through provision of evidence of professional activity in the relevant area</p> <ul style="list-style-type: none"> <li>○ have attained 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></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the range of rules and regulations, this unit of competency must be assessed over one (1) occasion in order to ensure consistency of performance over the Range Statements and contexts applicable to a broad range of situations applicable to a particular activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a recreation activity. The recreation activity must be demonstrated in a real maritime situation whilst participating in a particular maritime activity</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY 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                          | -                           | -                                   | -              | -              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding maritime regulations</li> <li>• <b>Communicating ideas and information</b> - Not applicable</li> <li>• <b>Planning and organising activities</b> - Planning maritime activity to comply with regulations</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Not applicable</li> <li>• <b>Using technology</b> - Not applicable</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                |
|------------|--------------------------------|
| SROYAC002B | CREW A BALLASTED YACHT INSHORE |
|            |                                |
| YAC        | Yachting - Ballasted yacht     |

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

This unit covers the knowledge and skills required to become an effective and competent member of the crew on board a ballasted yacht sailing on short passages within sheltered waters with reasonable access to safe anchorages.

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Handle rope safely</b>                  | 1.1 Identify potential dangers from unsafe practices when handling ropes and implement strategies to ensure safety of self and others<br>1.2 Coil ropes, stow and secure to cleats and single and double bollards<br>1.3 Determine the advantages, disadvantages of different <b>knots</b> and demonstrate appropriate application to the situation                                                                                                                                                                                                                                                                                          |
| <b>2 Use correct nautical terminology</b>    | 2.1 Identify the safety considerations related to the use of correct terminology on board a sailing vessel<br>2.2 Apply correct nautical terms for the craft, rigging, sails, process of sailing and all equipment to ensure accurate communication on board                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>3 Get under way and return to berth</b>   | 3.1 Identify potential dangers associated with unsafe practices when getting under way and returning to <b>berth</b> and minimise through adequate precautions and practices<br>3.2 Identify and demonstrate specific tasks associated with getting under way and berthing when using different types of berth                                                                                                                                                                                                                                                                                                                               |
| <b>4 Set and handle sails</b>                | 4.1 Select sails appropriate to the situation and, where appropriate, perform reefing of sails in accordance with existing conditions and requirements<br>4.2 Set and lower a mainsail and headsail according to <b>standard procedures for setting and de-rigging sails</b><br>4.3 Demonstrate correct and timely communication with other crew to ensure efficient operation with respect to hoisting, setting and lowering<br>4.4 Apply knowledge of procedures and <b>associated components</b><br>4.5 Develop and implement strategies to minimise potential dangers to crew and equipment from incorrect handling of sails and rigging |
| <b>5 Apply sailing theory</b>                | 5.1 Identify and apply the differences between true and apparent wind, and its affect on sailing and steering when trimming sails<br>5.2 Apply knowledge of the points of sailing and how sails work in each situation with reference to wind direction to trim sails to achieve the desired sailing effect<br>5.3 Apply crewing techniques to achieve the various <b>points of sailing</b> efficiently and with appropriate timing with respect to the craft's direction<br>5.4 Maintain an accurate compass course under sail and engine power                                                                                             |
| <b>6 Sail in a safe and courteous manner</b> | 6.1 Apply safe <b>sailing practices and etiquette</b> when sailing, mooring and interacting with others sailors<br>6.2 Apply <b>nautical regulations</b> with respect to efficient lookouts and Collision<br>6.3 Comply with National, State and local legislation with respect to the <b>safety equipment</b> required on board and safety drills and use and maintain <b>safety equipment</b> in accordance with regulations and manufacturer's                                                                                                                                                                                            |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <p>recommendations</p> <p>6.4 Identify fire hazards on board and implement fire prevention strategies</p> <p>6.5 Apply <b>recovery drill procedures</b> in person-overboard situations</p> <p>6.6 Apply knowledge of weather forecasts and wind observations determine prevailing and future sailing conditions</p> <p>6.7 Maintain adequate levels of personal fitness in order to sail in the prevailing <b>in-shore</b> conditions</p> <p>6.8 Identify specific <b>boat handling requirements</b> of crew on sailing vessels and perform the tasks at each area</p> <p>6.9 Identify differences between crew organisation on different size vessels, and consequent task allocation, and apply to handling a vessel as part of a team approach</p>                                    |
| <b>7 Operate auxiliary engines and craft</b> | <p>7.1 Conduct <b>pre-start and stop checks</b> of craft's engine in accordance with operating procedures and manufacturer's guidelines</p> <p>7.2 Perform starting and stopping procedures in accordance with operating procedures and manufacturer's guidelines</p> <p>7.3 Demonstrate correct use of main <b>engine controls</b> to ensure adequate control of craft</p> <p>7.4 Implement strategies to minimise the risk of ropes fouling with the propeller</p> <p>7.5 Identify dangers associated with the incorrect use of marine heads and demonstrate procedures for the open up/shut down of a marine head</p> <p>7.6 Demonstrate use of a dinghy as a yacht tender, demonstrating safe handling during launching, boarding, loading, rowing, use of outboard and recovery</p> |

## Range Statements

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

| RANGE STATEMENT                                                        | CATEGORIES                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Associated components when hoisting, setting and lowering sails</b> | [all categories] <ul style="list-style-type: none"> <li>• includes               <ul style="list-style-type: none"> <li>○ halyards</li> <li>○ sheets</li> <li>○ reeflines</li> <li>○ blocks</li> <li>○ cleats</li> <li>○ outhauls</li> <li>○ downhauls</li> <li>○ vangs</li> <li>○ backstays</li> </ul> </li> </ul> |
| <b>Berths</b>                                                          | [all categories] <ul style="list-style-type: none"> <li>• along side mooring</li> <li>• pens</li> <li>• mooring buoys</li> <li>• anchors</li> </ul>                                                                                                                                                                 |
| <b>Boat handling requirements</b>                                      | [all categories] <ul style="list-style-type: none"> <li>• at the helm</li> <li>• cockpit</li> <li>• amidships</li> <li>• foredeck</li> </ul>                                                                                                                                                                        |
| <b>Engine controls</b>                                                 | [all categories] <ul style="list-style-type: none"> <li>• gear lever</li> <li>• throttle</li> <li>• on/off control</li> </ul>                                                                                                                                                                                       |
| <b>Inshore</b>                                                         | <ul style="list-style-type: none"> <li>• within sheltered waters (smooth or partially smooth) with reasonable access to safe anchorages</li> </ul>                                                                                                                                                                  |
| <b>Knots</b>                                                           | [all categories] <ul style="list-style-type: none"> <li>• figure of eight</li> <li>• clove hitch</li> <li>• rolling hitch</li> <li>• bowline</li> </ul>                                                                                                                                                             |

|                                  |                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <ul style="list-style-type: none"> <li>round turn and two half hitches</li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Nautical regulations</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>efficient lookout at sea</li> <li>collision regulations including</li> <li>port and starboard</li> <li>overtaking vessels</li> <li>windward/leeward</li> <li>keeping to the right in channels</li> <li>sail and power meeting</li> <li>signifying intentions in plenty of time</li> </ul> |
| <b>Nautical terminology</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>sailing process, eg, port, starboard, ahead, astern, windward, leeward, abeam, forward, aft</li> <li>hull</li> <li>rig</li> <li>sails</li> <li>personal equipment</li> <li>safety equipment</li> </ul>                                                                                    |
| <b>Points of sailing</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>running</li> <li>reaching</li> <li>close hauled</li> <li>'no go' zone</li> <li>tacking</li> <li>gybing</li> <li>heaving to</li> </ul>                                                                                                                                                     |
| <b>Pre-start/stop checks</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>fuel</li> <li>oil</li> <li>cooling system</li> <li>electronics</li> </ul>                                                                                                                                                                                                                 |
| <b>Recovery drill procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>apply to             <ul style="list-style-type: none"> <li>helicopter rescue</li> <li>'quick stop'</li> <li>lifesling</li> </ul> </li> </ul>                                                                                                                                             |
| <b>Safety equipment</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>personal flotation devices (Type I, II or III)</li> <li>harnesses</li> <li>fire fighting equipment</li> </ul>                                                                                                                                                                             |

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                             | <ul style="list-style-type: none"> <li>• distress flares</li> <li>• Emergency Position Indicating Radio Beacon (EPIRB)</li> </ul>                                                                                                                                                                                                                                                                 |
| <b>Sailing practices and etiquette</b>                      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• apply to             <ul style="list-style-type: none"> <li>○ laying anchor</li> <li>○ mooring alongside</li> <li>○ berthing</li> <li>○ leaving and returning to berths and moorings</li> <li>○ unnecessary noise</li> <li>○ speed observations</li> <li>○ flag etiquette</li> <li>○ environmental impact</li> </ul> </li> </ul> |
| <b>Standard procedures for setting and de-rigging sails</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• bending on</li> <li>• hoisting</li> <li>• trimming</li> <li>• reefing</li> <li>• lowering</li> <li>• furling</li> <li>• packing</li> </ul>                                                                                                                                                                                       |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of safety practices and procedures on board ballasted yachts in the workplace</li> <li>Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>act as an effective crew member as part of a team to sail a ballasted yacht within sheltered waters (smooth or partially smooth waters) with reasonable access to safe anchorages</li> <li>apply knowledge of sailing theory and practice to set and trim sails to achieve the various points of sailing when required</li> <li>perform all aspects of crew work in various weather conditions</li> <li>ability to perform duties during both day and night conditions</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>MEM50.8EA Carry out trip preparation and planning</li> <li>MEM50.9EA Safely operate a mechanically powered recreational boat</li> <li>MEM50.10EA Respond to boating emergencies and incidents</li> <li>SROOPS001B Implement minimal environmental impact practices</li> <li>SROORE001B Apply basic outdoor recreation logistics</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROYAC001B Comply with maritime rules and regulations</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS003B Apply weather information</li> </ul> </li> </ul>                   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Nautical terms as applied to sailing</li> <li>Nautical regulations</li> <li>Sailing practices and etiquette with respect to mooring, flag etiquette, speed observation, environmental impact</li> <li>Regulations with respect to carrying and use of safety equipment</li> <li>Person overboard procedures</li> <li>Sources of weather information and interpretation of forecasts</li> <li>Wind indicators</li> <li>Rope handling and knots (figure of eight, clove hitch, rolling hitch, bowline, round turn and two half hitches)</li> <li>Operation of yacht engines</li> <li>Safe operation of a dinghy as a yacht tender</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Setting sails to achieve points of sail</li> <li>Ability to swim</li> </ul> </li> </ul>                                                          |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>a ballasted yacht</li> <li>other crew</li> <li>sheltered waters with reasonable access to safe anchorages</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                                   | <ul style="list-style-type: none"> <li>○ food and water requirements</li> <li>○ personal protective clothing appropriate to the conditions</li> <li>○ personal flotation device (PFD)</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in the unit at the level above (i.e., SROYAC004B)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the technical factors of sailing and the associated rules and regulations, this unit of competency must be assessed over a minimum of two (2) different occasions of crewing on a ballasted yacht inshore in order to ensure consistency of performance over the Range Statements and contexts applicable to sailing a ballasted yacht in sheltered waters with reasonable access to safe anchorages and to cover all aspects of crew work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed whilst acting as crew on yachts cruising in sheltered waters with reasonable access to safe anchorages</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1                               | 1                          | 1                           | 2                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding course from compass</li> <li>• <b>Communicating ideas and information</b> - Communicating with other members of the crew</li> <li>• <b>Planning and organising activities</b> - Planning sail handling strategies to minimise damage</li> <li>• <b>Working with teams and others</b> - Working as part of crew on board a yacht</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating bearings from a compass</li> <li>• <b>Solving problems</b> - Dealing with a ripped or broken sail</li> <li>• <b>Using technology</b> - Using a compass to determine direction</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                   |
|------------|-----------------------------------|
| SROYAC003B | SKIPPER A BALLASTED YACHT INSHORE |
|            |                                   |
| YAC        | Yachting - Ballasted yacht        |

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

This unit covers the knowledge and skills required to skipper a ballasted yacht sailing on short passages within sheltered waters with reasonable access to safe anchorages (less than 15 miles from coast).

This unit and its co requisites incorporate aspects from the units of competency required for the achievement of a Certificate of Competency as a Coxswain.

| ELEMENT                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>1 Handle rope safely</b>                           | 1.1 Implement strategies to ensure safety of self and others when using and handling ropes<br>1.2 Take measures to ensure that ropes are correctly coiled, stowed and secured to cleats and single and double bollards<br>1.3 Apply knowledge of the properties of synthetic ropes to determine the most appropriate rope for each on board situation<br>1.4 Handle warps to ensure efficient mooring<br>1.5 Demonstrate safe and correct use of winches<br>1.6 Determine the advantages, disadvantages of different <b>knots</b> and demonstrate their use appropriate to the situation<br>1.7 Apply <b>splicing and whipping</b> to conduct routine maintenance and repair work                                                                                                                                                                                                                                                                                                                   |
| <b>2 Plan and prepare for passage</b>                 | 2.1 Prepare yacht for passage with adequate supervision/checking of all relevant <b>contextual issues</b><br>2.2 Develop and implement a plan for crew action and delegation of responsibility in a <b>variety of condition and situations</b><br>2.3 Apply knowledge of <b>design and loading factors</b> to ensure the stability of the vessel and crew safety<br>2.4 Secure and stow gear on upper deck and below to minimise loss and/or water damage or injury whilst maintaining proper access within and on the vessel<br>2.5 Implement strategies to ensure the security and safety of passengers and crew on deck and below when the yacht is underway<br>2.6 Plan a short passage, on tidal/estuary waters, taking account of relevant navigational hazards and limitations imposed by the type of boat and the strength of the crew<br>2.7 Develop a victualling list and supervise victualling organisation for the passage<br>2.8 Organise and supervise watches at sea and in harbour |
| <b>3 Get under way and return to berth or mooring</b> | 3.1 Identify and minimise potential dangers associated with unsafe practices when getting under way and returning to <b>berth</b> through adequate precautions, practices and crew supervision<br>3.2 Demonstrate personal boat handling skills and effective and timely direction to crew to enable the yacht to be safely brought to and from a mooring buoy under sail<br>3.3 Demonstrate personal boat handling skills and effective and timely direction to crew to enable the yacht to be safely brought to and from an alongside berth, mooring buoy and anchor under power<br>3.4 Identify and demonstrate specific tasks associated with getting under way                                                                                                                                                                                                                                                                                                                                 |

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|                                                                                 | <p>and berthing when using different types of <b>berth</b></p> <p>3.5 Identify and apply <b>factors to be considered when accepting and being towed</b> in these situations</p> <p>3.6 Demonstrate, under personal steerage, acceptance of a tow and manoeuvring of the yacht whilst under tow</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>4 Handle craft</b>                                                           | <p>4.1 Demonstrate knowledge of the effects and efficient use of centre of effort, lateral resistance and how the keel or centreplate is used to assist in managing the yacht and reducing leeway</p> <p>4.2 Demonstrate correct and timely communication with crew to ensure efficient operations with respect to hoisting, setting and lowering sails</p> <p>4.3 Demonstrate steering practices <b>in-shore</b> when supervising the hoisting, setting and lowering sails and indicate an understanding of the points of sail and sail setting techniques</p> <p>4.4 Change sails appropriately to suit prevailing conditions</p> <p>4.5 Develop and implement strategies to minimise potential dangers to crew and equipment from incorrect handling of sails and rigging</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>5 Sail in a safe and courteous manner</b>                                    | <p>5.1 Apply Safe <b>sailing practices and courtesies</b> when sailing, mooring and interacting with others sailors</p> <p>5.2 Apply International Regulations for the Prevention of Collisions at Sea by self and crew</p> <p>5.3 Comply with National, State and local legislation with respect to the safety equipment required on board and safety drills and ensure <b>safety equipment</b> is stored, used and maintained in accordance with regulations and manufacturer's recommendations</p> <p>5.4 Identify <b>fire hazards</b> on board, implement fire prevention strategies and demonstrate fire fighting procedures</p> <p>5.5 Describe what procedures are followed to ensure that inexperienced crew or passengers are familiar with safety procedures and requirements</p> <p>5.6 Apply <b>recovery drill procedures</b> in person-overboard situations and take correct action as helmsman</p> <p>5.7 Demonstrate the correct use of distress flares and Emergency Position Indicating Radio Beacon and detail situations in which they may be used correctly</p> <p>5.8 Outline the correct procedures to be followed as skipper in the event of a helicopter rescue</p> <p>5.9 Apply knowledge of weather forecast interpretation and use of forecasting aids to determine future sailing conditions</p> |
| <b>6 Navigate in sheltered waters with reasonable access to safe anchorages</b> | <p>6.1 Apply knowledge of navigation principles and techniques to carry out <b>routine navigational duties</b> and prepare navigational plans</p> <p>6.2 Interpret the IALA system of buoyage and other visual aids to navigation</p> <p>6.3 Demonstrate accurate position fixing, taking into account variables and sources of inaccuracies</p> <p>6.4 Identify and apply techniques to apply in restricted visibility, where relevant</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>7 Operate and maintain inboard engine</b>                                    | <p>7.1 Conduct complete engine pre start checks and shut down procedures in accordance with operating procedures and manufacturer's guidelines</p> <p>7.2 Start, stop and operate the engine with correct use of controls</p> <p>7.3 Identify and locate serviceable engine parts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statements

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

| RANGE STATEMENT                                                | CATEGORIES                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Berths</b>                                                  | [all categories] <ul style="list-style-type: none"> <li>• along side docks and jetties</li> <li>• pens</li> <li>• mooring buoys</li> <li>• anchors</li> </ul>                                                                                                                                                                                                      |
| <b>Contextual issues</b>                                       | [all categories] <ul style="list-style-type: none"> <li>• selection of crew</li> <li>• crew abilities</li> <li>• consideration of weather, tides and winds</li> <li>• selection of sails</li> <li>• engine checks</li> <li>• food and water requirements</li> <li>• safety equipment</li> </ul>                                                                    |
| <b>Design and loading factors</b>                              | [all categories] <ul style="list-style-type: none"> <li>• simple static and dynamic stability</li> <li>• limit of positive stability</li> <li>• proper stowage and security of loose or moveable items</li> <li>• maintenance of proper access within and on the vessel</li> <li>• security, safety and comfort of passengers and crew</li> </ul>                  |
| <b>Factors to be considered when accepting and being towed</b> | [all categories] <ul style="list-style-type: none"> <li>• passing tow ropes</li> <li>• use of bridles</li> <li>• securing tow ropes, suitable knots and strong points</li> <li>• taking the strain</li> <li>• towing alongside or astern</li> <li>• communication between craft</li> <li>• casting off</li> <li>• manoeuvring while towing and undertow</li> </ul> |
| <b>Fire hazards</b>                                            | [all categories] <ul style="list-style-type: none"> <li>• fixed fuel tanks</li> <li>• cooling appliances</li> <li>• freezers</li> <li>• complex electrical systems</li> </ul>                                                                                                                                                                                      |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                         | <ul style="list-style-type: none"> <li>• inboard engine installations</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| <b>Inshore</b>                          | <ul style="list-style-type: none"> <li>• within sheltered waters (smooth or partially smooth) with reasonable access to safe anchorages</li> </ul>                                                                                                                                                                                                                                                |
| <b>Knots</b>                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• figure of eight</li> <li>• clove hitch</li> <li>• rolling hitch</li> <li>• reef knot</li> <li>• bowline</li> <li>• single and double sheet bend</li> <li>• round turn and two half hitches</li> </ul>                                                                                                                            |
| <b>Recovery drill procedures</b>        | <ul style="list-style-type: none"> <li>• apply to             <ul style="list-style-type: none"> <li>○ helicopter rescue</li> <li>○ 'quick stop'</li> <li>○ lifesling</li> </ul> </li> </ul>                                                                                                                                                                                                      |
| <b>Routine navigational duties</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• taking and plotting fixes</li> <li>• estimation of tidal heights and fixes</li> <li>• course calculations to allow for tidal stream, leeway and drift</li> <li>• maintenance of navigational records</li> <li>• use of echo sounder and lead line</li> </ul>                                                                     |
| <b>Safety equipment</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal flotation devices (Type I, II or III)</li> <li>• harnesses</li> <li>• fire fighting equipment</li> <li>• distress flares</li> <li>• Emergency Position Indicating Radio Beacon (EPIRB)</li> </ul>                                                                                                                       |
| <b>Sailing practices and courtesies</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• apply to             <ul style="list-style-type: none"> <li>○ laying anchor</li> <li>○ mooring alongside</li> <li>○ berthing</li> <li>○ leaving and returning to berths and moorings</li> <li>○ unnecessary noise</li> <li>○ speed observations</li> <li>○ flag etiquette</li> <li>○ environmental impact</li> </ul> </li> </ul> |
| <b>Splicing and whipping</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• eye splice</li> <li>• common whipping</li> </ul>                                                                                                                                                                                                                                                                                 |

|                                             |                                                                                                                                                                                                                                                                                     |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <ul style="list-style-type: none"><li>• sail-makers whipping</li></ul>                                                                                                                                                                                                              |
| <b>Variety of conditions and situations</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• berthing and unberthing</li><li>• anchoring</li><li>• reduced visibility</li><li>• adverse weather conditions</li><li>• emergency conditions</li><li>• persons overboard situations</li><li>• victualling</li></ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of safety practices and supervision of crew practices and procedures on board ballasted yachts in the workplace</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>apply knowledge of sailing theory and practice to direct crew to set and trim sails to achieve the various points of sailing when required</li> <li>act as a competent skipper on sheltered waters with reasonable access to safe anchorages, ensuring crew and, where relevant, passenger safety</li> <li>act as skipper or watch leader</li> <li>apply skills in both a daytime and night time setting</li> <li>skipper a vessel on a minimum of two four - hour night passages</li> <li>skipper a vessel in a variety of weather conditions</li> <li>produce logged evidence of nautical miles and days on board to indicate application of skills in a variety of conditions</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROYAC001B Comply with maritime rules and regulations</li> <li>SROYAC002B Crew a ballasted yacht inshore</li> <li>SROOPS002B Plan for minimal environmental impact</li> <li>SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS007B Interpret weather for marine environments</li> <li>SFISHIP306A Monitor and control navigation in an inshore area</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Other units comprising the Coxwain's Certificate of Competency</li> <li>SFISHIP209A Operate marine communications equipment</li> </ul> </li> </ul>                                                                                                                                                                                                          |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Nautical terms as applied to sailing</li> <li>Nautical regulations</li> <li>Sailing practices and etiquette</li> <li>Regulations with respect to carrying and use of safety equipment</li> <li>Person overboard procedures</li> <li>Sources of weather information and interpretation of forecasts</li> <li>Properties of synthetic ropes (including strength, construction, care and maintenance, limitations and common usage)</li> <li>Rope handling, knots and splicing</li> <li>Different types of anchor and anchoring techniques and considerations</li> <li>Navigational charts and publications</li> <li>Use of navigational instruments and charts</li> <li>Factors affecting navigation accuracy</li> <li>IALA system of buoyage</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                       |

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|                                   | <ul style="list-style-type: none"> <li>○ Navigation in restricted visibility</li> <li>○ Tides and currents and the ability to use this information</li> <li>○ Customs relating to common signals used at sea, including international code of signals, alphabetical flags and numeral pennants</li> <li>○ Minimal Impact knowledge</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Setting sails and steering boat to achieve points of sail</li> <li>○ Inshore navigation</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a ballasted yacht</li> <li>○ crew</li> <li>○ personal flotation device (PFD)</li> <li>○ sheltered waters with reasonable access to safe anchorages</li> <li>○ navigation instruments and charts</li> <li>○ food and water requirements</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROYAC005B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the required technical knowledge and the responsibility, 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 sailing a ballasted yacht on sheltered waters with reasonable access to safe anchorages. This should be combined with logged evidence of sufficient nautical miles sailed and days on board a sailing vessel to satisfy the assessor that the required knowledge and skills have been applied</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a sailing a ballasted yacht activity with a range of real clients whilst acting as a skipper on ballasted yachts cruising on sheltered waters with reasonable access to safe anchorages</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding the proposed voyage</li> <li>• <b>Communicating ideas and information</b> - Issuing directions to the crew</li> <li>• <b>Planning and organising activities</b> - Planning food and water resources for the planned voyage</li> <li>• <b>Working with teams and others</b> - Working with a crew on board a yacht</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating bearings for navigation of vessel</li> <li>• <b>Solving problems</b> - Dealing with adverse weather conditions</li> <li>• <b>Using technology</b> - Using navigational equipment to plot/fix course</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                                  |
|------------|--------------------------------------------------|
| SROYAC004B | CREW A BALLASTED YACHT IN EXPOSED COASTAL WATERS |
|            |                                                  |
| YAC        | Yachting - Ballasted yacht                       |

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

This unit covers the knowledge and skills required to become an effective member of the crew on board a ballasted yacht sailing on extended passages in exposed coastal waters.

| ELEMENT                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Apply knowledge of vessel design and maintenance procedures</b> | 1.1 Identify <b>vessel design and construction features</b> in order to determine the factors that affect safety, <b>vessel stability</b> and maintenance requirements<br>1.2 Maintain <b>vessel stability</b> through the implementation of procedures to reduce inadvertent movement of heavy loads and to reduce the amount of free water on decks/bilges and tanks<br>1.3 Apply knowledge of the materials used in hull construction to determine the short and long-term maintenance requirements for particular vessels<br>1.4 Implement general <b>maintenance procedures</b> for a vessel, including maintenance of the hull, rudder and stern gear, standing and running rigging, engine<br>1.5 Identify inherent dangers associated with the conduct of maintenance and safety procedures are sourced and complied with<br>1.6 Apply knowledge of methods to <b>remove vessels from the water</b> and to haul and <b>launch vessels</b> to assist in slipping and launching vessels whilst ensuring vessel protection and safety, personal safety and reducing environmental impact                                                                                                                                                                                                                                                                                                                       |
| <b>2 Comply with relevant rules and regulations</b>                  | 2.1 Identify and implement specific <b>requirements for the commercial operations of a vessel</b> in comparison with those that apply to a pleasure craft<br>2.2 Interpret and apply <b>regulations</b> that apply when making coastal passages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>3 Apply safety procedures and precautions</b>                     | 3.1 Identify the location of <b>safety equipment</b> on board vessel and demonstrate its use and stowage<br>3.2 Identify specific <b>precautions</b> necessary when making a coastal passage in <b>limited visibility</b> and implement specific tasks, as designated by skipper<br>3.3 Implement methods to ensure personal safety in conditions of poor visibility, at night time and during heavy weather in accordance with operating procedures, including the use of life jackets, safety harnesses and lifelines<br>3.4 Demonstrate <b>specific actions</b> to be taken by crew <b>for a person-overboard</b> situation in <b>exposed coastal waters</b> in accordance with operating procedures and skipper's directions<br>3.5 Identify firefighting equipment for different types of fires, its position on the vessel known and take measures to ensure that it is correctly stowed<br>3.6 Identify precautions and design factors that can minimise the likelihood of fire at sea on coastal vessels and implement appropriate procedures in the event of cooking fires, fuel fires and electrical fires<br>3.7 Identify options for dealing with <b>major gear failure</b> and implement procedures in accordance with the skipper's instructions<br>3.8 Respond to <b>distress situations</b> in accordance with operating procedures, demonstrate care and use of emergency/ <b>safety equipment</b> |
| <b>4 Complete crewing obligations</b>                                | 4.1 Complete watch keeping, as part of a roster, in accordance with skipper's requirements<br>4.2 Complete deck and helm work, seamanship and cooking duties as per roster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>and the requirements of the current situation, during all conditions, including travel at night and during periods of heavy weather</p> <p>4.3 Identify and apply differences between crew organisation on different size vessels, and consequent task allocation, to handling a vessel as part of a team approach</p> <p>4.4 Identify and demonstrate specific tasks associated with getting under way and berthing when using different types of <b>berth</b></p> <p>4.5 Maintain an accurate compass course under sail and engine power</p> <p>4.6 Operate auxiliary engines and craft in accordance with operating procedures and manufacturer's guidelines</p>                                                                                                                                                             |
| <b>5 Apply sailing theory in exposed coastal waters</b> | <p>5.1 Select sails appropriate to the situation and, where appropriate, perform reefing of sails in accordance with existing conditions and requirements</p> <p>5.2 Set and lower mainsail and headsail according to standard procedures</p> <p>5.3 Apply correct and timely communication with other crew to ensure efficient operations with respect to hoisting, setting and lowering sails</p> <p>5.4 Implement strategies to minimise potential dangers to crew and equipment from incorrect handling of sails and rigging</p> <p>5.5 Apply crewing techniques to achieve the various <b>points of sailing</b> efficiently and with appropriate timing with respect to the craft's direction</p> <p>5.6 Apply knowledge of weather forecasts and wind observations to determine prevailing and future sailing conditions</p> |

## Range Statements

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

| RANGE STATEMENT               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Berth</b>                  | [all categories] <ul style="list-style-type: none"> <li>• alongside docks and jetties</li> <li>• pens</li> <li>• mooring buoys</li> <li>• anchors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Distress situations</b>    | [all categories] <ul style="list-style-type: none"> <li>• abandoning ship</li> <li>• helicopter rescue</li> <li>• grounding</li> <li>• refloating</li> <li>• life raft use</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Exposed coastal waters</b> | <ul style="list-style-type: none"> <li>• where shelter may be some distance away (not readily accessible)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Maintenance procedures</b> | [all categories] <ul style="list-style-type: none"> <li>• hull (surface preparation, topside painting, varnishing, anti fouling, dry rot protection, checks for osmosis, corrosion and borer attack)</li> <li>• rudder and stern gear (corrosion, galvanic action, cathodic protection)</li> <li>• standing and running rigging (spars, stainless steel and galvanised wire, blocks, winches, rigging spars, ropes)</li> <li>• engines (anode replacement, tank cleaning, annual survey and adjustments, generator, belts, fuel pumps)</li> </ul> |
| <b>Major gear failure</b>     | [all categories] <ul style="list-style-type: none"> <li>• loss of               <ul style="list-style-type: none"> <li>○ steering</li> <li>○ mast</li> <li>○ propeller</li> <li>○ water tight integrity of hull</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                            |
| <b>Points of sailing</b>      | [all categories] <ul style="list-style-type: none"> <li>• running</li> <li>• reaching</li> <li>• close hauled</li> <li>• "no go" zone</li> <li>• tacking</li> <li>• gybing</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |

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|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | <ul style="list-style-type: none"> <li>• heaving to</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Precautions for limited visibility</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• safe speed</li> <li>• look out</li> <li>• radar lookout</li> <li>• lights</li> <li>• sound signals</li> <li>• proximity of other vessels</li> </ul>                                                                                                   |
| <b>Regulations</b>                                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• International Regulations for the Prevention of Collisions at Sea</li> <li>• Department of Transport</li> <li>• Port Authorities</li> <li>• Department of Fisheries</li> <li>• Environmental Authorities</li> </ul>                                   |
| <b>Removing vessels from the water and launching vessels</b>  | <p>[one category]</p> <ul style="list-style-type: none"> <li>• travel lifts</li> <li>• slipways</li> <li>• cranes launching ramps</li> </ul>                                                                                                                                                                           |
| <b>Requirements for the commercial operations of a vessel</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include the areas of             <ul style="list-style-type: none"> <li>○ safety</li> <li>○ design</li> <li>○ construction</li> <li>○ manning</li> <li>○ passenger comfort</li> <li>○ survey</li> <li>○ insurance</li> </ul> </li> </ul>              |
| <b>Safety equipment</b>                                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal flotation devices (PFD)</li> <li>• harnesses</li> <li>• fire fighting equipment</li> <li>• distress flares and pyrotechnics</li> <li>• Emergency Position Indicating Radio Beacon (EPIRB)</li> <li>• radios</li> <li>• life rafts</li> </ul> |
| <b>Specific actions for person-overboard</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• raise alarm</li> <li>• use of life-saving devices</li> <li>• look out</li> <li>• engine use</li> </ul>                                                                                                                                                |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"> <li>• heaving lines</li> <li>• flotation devices</li> <li>• recovery methods</li> <li>• patient care, including hypothermia treatment</li> </ul>                                                                                                                                                                                                                                                    |
| <b>Vessel design and construction features</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• hull, engine spaces, tanks</li> <li>• power generation systems</li> <li>• fuel, water and electrical line systems</li> <li>• pumps and collision bulkheads, hull openings</li> <li>• accommodation and working spaces</li> <li>• deck arrangements, working gear and steering arrangements</li> <li>• methods of maintaining water tight integrity of hull</li> </ul> |
| <b>Vessel stability</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• centre of gravity</li> <li>• centre of effort</li> <li>• centre of buoyancy</li> <li>• displacement</li> <li>• limit of positive stability</li> </ul>                                                                                                                                                                                                                 |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety practices and procedures on board ballasted yachts in exposed coastal waters in the workplace</li> <li>• Assessment of performance should be over two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of sailing theory and practice to set and trim sails to achieve the various points of sailing when required</li> <li>○ act as an effective crew member as part of a team to sail a ballasted yacht on extended passages in exposed coastal waters in a range of weather conditions</li> <li>○ ability to perform duties in day and night conditions</li> <li>○ conduct a minimum of six four-hour night watches</li> </ul> </li> </ul>                                                                                                                                                                          |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYAC001B Comply with maritime rules and regulations</li> <li>○ SROYAC002B Crew a ballasted yacht inshore</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROOPS003B Apply weather information</li> <li>○ SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SFISHIP209A Operate marine communications equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Principles of stability including                   <ul style="list-style-type: none"> <li>▪ centre of gravity</li> <li>▪ centre of effort</li> <li>▪ centre of buoyancy</li> <li>▪ displacement</li> <li>▪ limit of positive stability</li> </ul> </li> <li>○ Advantages and disadvantages of a range of materials used in hull construction including                   <ul style="list-style-type: none"> <li>▪ timber</li> <li>▪ plywood</li> <li>▪ ferro cement</li> <li>▪ steel</li> <li>▪ aluminium</li> <li>▪ Glass Reinforced Plastics (GRP)</li> <li>▪ exotic laminates</li> </ul> </li> <li>○ Nautical terms as applied to sailing</li> <li>○ Nautical regulations</li> <li>○ Sailing practices and etiquette with respect to mooring, flag etiquette, speed observation, environmental impact</li> <li>○ Regulations with respect to carrying and use of safety equipment</li> <li>○ Person overboard procedures</li> <li>○ Sources of weather information and interpretation of forecasts</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                   | <ul style="list-style-type: none"> <li>○ Wind indicators</li> <li>○ Rope handling and knots <ul style="list-style-type: none"> <li>▪ figure of eight</li> <li>▪ clove hitch</li> <li>▪ rolling hitch</li> <li>▪ bowline</li> <li>▪ round turn and two half hitches</li> </ul> </li> <li>○ Operation of yacht engines</li> <li>○ Safe operation of a dinghy as a yacht tender</li> <li>○ Wave formation and methods of predicting dangerous wave conditions</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Setting sails to achieve points of sail</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a ballasted yacht</li> <li>○ other crew</li> <li>○ exposed coastal waters</li> <li>○ personal protective clothing appropriate to the conditions</li> <li>○ personal flotation device (PFD)</li> <li>○ food and water requirements</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROYAC005B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as technical knowledge, knowledge of Regulations and safety implications and 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 crewing a ballasted yacht on extended passages in exposed coastal waters</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed whilst acting as crew on ballasted yachts cruising on extended passages in exposed coastal waters</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding course from compass</li> <li>• <b>Communicating ideas and information</b> - Communicating with other members of the crew</li> <li>• <b>Planning and organising activities</b> - Planning sail handling strategies to minimise damage</li> <li>• <b>Working with teams and others</b> - Working as part of crew on board a yacht</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating bearings from a compass</li> <li>• <b>Solving problems</b> - Dealing with a ripped or broken sail</li> <li>• <b>Using technology</b> - Using a compass to determine direction</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                                     |
|------------|-----------------------------------------------------|
| SROYAC005B | SKIPPER A BALLASTED YACHT IN EXPOSED COASTAL WATERS |
|            |                                                     |
| YAC        | Yachting - Ballasted yacht                          |

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

This unit covers the knowledge and skills required to skipper a ballasted yacht sailing in exposed coastal waters (within 100 miles of the coast).

This unit and its co requisites incorporate aspects from the units of competency required for the achievement of a Certificate of Competency as a USL Master Class V/Skipper III.

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Apply knowledge of vessel design and construction features</b> | 1.1 Apply knowledge of <b>vessel design and construction features</b> and the materials used in hull construction to determine factors that affect safety, <b>vessel stability</b> and short and long-term maintenance requirements<br>1.2 Develop and supervise implementation of general <b>maintenance procedures</b> for a including maintenance of the hull, rudder and stern gear, standing and running rigging and engine<br>1.3 Identify Inherent dangers associated with the conduct of maintenance and develop safety procedures<br>1.4 Apply knowledge of methods to <b>remove vessels from the water</b> and to haul and <b>launch vessels</b> to assist in slipping and launching vessels whilst ensuring vessel protection and safety, personal safety and reducing environmental impact<br>1.5 Consider factors that affect safety and vessel stability to develop procedures to reduce inadvertent movement of heavy loads and to reduce the amount of free water on decks/bilges and tanks |
| <b>2 Plan to undertake a voyage in exposed coastal waters</b>       | 2.1 Identify and arrange equipment requirements for passage including requirements for night travel and periods of heavy weather<br>2.2 Plan passage after consideration of navigation and meteorological information<br>2.3 Prepare checklists and timelines for watch keeping, victualling and other crew responsibilities/duties<br>2.4 Conduct pre-sea checks of engine<br>2.5 Check equipment and stores to ensure correct and adequate stowage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>3 Comply with relevant rules and regulations</b>                 | 3.1 Implement specific <b>requirements for the commercial operations of a vessel</b> in comparison with those that apply to a pleasure craft<br>3.2 Interpret and apply <b>regulations</b> that apply when making coastal passage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>4 Apply safety procedures and precautions</b>                    | 4.1 Ensure appropriate <b>safety equipment</b> is securely stowed and crew are trained in its usage<br>4.2 Develop strategies for responding to periods of heavy weather, including consideration of comfort and safety of crew<br>4.3 Implement specific <b>precautions</b> necessary when making a coastal passage in <b>limited visibility</b> after designation of specific tasks to crew<br>4.4 Implement methods to ensure the personal safety of crew in conditions of poor visibility, at night time and during heavy weather in accordance with operating procedures, including the use of life jackets, safety harnesses and lifelines<br>4.5 Develop and document emergency procedures to be undertaken in the event of major damage to hull or equipment, or injury to crew<br>4.6 Develop a priority procedure for <b>specific actions</b> to be taken by crew for a                                                                                                                           |

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <p>person - overboard situation in coastal waters for a <b>range of conditions</b> in coastal waters</p> <p>4.7 Identify precautions and design factors that can minimise the likelihood of fire at sea on coastal vessels</p> <p>4.8 Develop and implement appropriate procedures in the event of cooking fires, fuel fires and electrical fires</p> <p>4.9 Identify contingency plans in the event of <b>major gear failure</b> or injury to crew and implement relevant procedures</p> <p>4.10 Design a procedures model to deal with <b>distress situations</b></p> <p>4.11 Ensure the crew are trained in the appropriate response in emergencies, based on the developed strategies, contingency plans and emergency procedure</p>                                                                                                                                                                                                                                                                                                               |
| <b>5 Manage crew during passages on exposed coastal waters</b> | <p>5.1 Apply knowledge of sailing theory and practice to direct crew to set and trim sails to achieve the various points of sailing when required, including during travel at night and, where encountered, during periods of heavy weather</p> <p>5.2 Analyse a range of <b>watch keeping systems</b> and use the most suitable option for the situation</p> <p>5.3 Prepare and implement plans for the delegation of <b>responsibilities and duties</b> of each member of the crew</p> <p>5.4 Identify crew strength and weaknesses in order to optimise performance and efficiency and organise crew in a manner to utilise identified <b>skills</b></p> <p>5.5 Apply knowledge of group dynamics, interpersonal skills and appropriate strategies to develop and maintain a sense of cohesiveness amongst the crew and support for instructions/orders</p> <p>5.6 Recognise the potential for conflict during extended passages</p> <p>5.7 Identify and respond to signs of conflict in order to maintain the crew's ability to work as a team</p> |

## Range Statements

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

| RANGE STATEMENT               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Distress situations</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• abandoning ship</li> <li>• helicopter rescue</li> <li>• grounding</li> <li>• refloating</li> <li>• life raft use</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Exposed coastal waters</b> | <ul style="list-style-type: none"> <li>• where shelter may be some distance away (not readily accessible)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Maintenance procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• hull <ul style="list-style-type: none"> <li>○ surface preparation</li> <li>○ topside painting</li> <li>○ varnishing</li> <li>○ anti-fouling</li> <li>○ dry rot protection</li> <li>○ checks for osmosis, corrosion and borer attack</li> </ul> </li> <li>• rudder and stern gear <ul style="list-style-type: none"> <li>○ corrosion</li> <li>○ galvanic action</li> <li>○ cathodic protection</li> </ul> </li> <li>• standing and running rigging <ul style="list-style-type: none"> <li>○ spars</li> <li>○ stainless steel and galvanised wire</li> <li>○ blocks</li> <li>○ winches</li> <li>○ rigging spars</li> <li>○ ropes</li> </ul> </li> <li>• engines <ul style="list-style-type: none"> <li>○ anode replacement</li> <li>○ tank cleaning</li> <li>○ annual survey and adjustments</li> <li>○ generator</li> <li>○ belts</li> <li>○ fuel pumps</li> </ul> </li> </ul> |
| <b>Major gear failure</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• loss of <ul style="list-style-type: none"> <li>○ steering</li> <li>○ mast</li> <li>○ propeller</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | <ul style="list-style-type: none"> <li>○ water tight integrity of hull</li> </ul>                                                                                                                                                                                                                         |
| <b>Precautions for limited visibility</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• safe speed</li> <li>• look out</li> <li>• radar lookout</li> <li>• lights</li> <li>• sound signals</li> <li>• proximity of other vessels</li> </ul>                                                                                      |
| <b>Range of conditions</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• night</li> <li>• poor visibility</li> <li>• adverse weather</li> <li>• varying crew sizes</li> </ul>                                                                                                                                     |
| <b>Regulations</b>                                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• International Regulations for the Prevention of Collisions at Sea</li> <li>• Department of Transport</li> <li>• Port Authorities</li> <li>• Department of Fisheries</li> <li>• Environmental Authorities</li> </ul>                      |
| <b>Removing vessels from the water and launching vessels</b>  | <p>[one category]</p> <ul style="list-style-type: none"> <li>• travel lifts</li> <li>• slipways</li> <li>• cranes launching ramps</li> </ul>                                                                                                                                                              |
| <b>Requirements for the commercial operations of a vessel</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include the areas of             <ul style="list-style-type: none"> <li>○ safety</li> <li>○ design</li> <li>○ construction</li> <li>○ manning</li> <li>○ passenger comfort</li> <li>○ survey</li> <li>○ insurance</li> </ul> </li> </ul> |
| <b>Safety equipment</b>                                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal flotation devices (PFD)</li> <li>• harnesses</li> <li>• fire fighting equipment</li> <li>• distress flares and pyrotechnics</li> <li>• Emergency Position Indicating Radio Beacon (EPIRB)</li> <li>• radios</li> </ul>          |

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|                                                | <ul style="list-style-type: none"> <li>• life rafts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Skills</b>                                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• helm</li> <li>• navigation</li> <li>• deck work</li> <li>• seamanship skills</li> <li>• victualling and food preparation</li> <li>• first aid</li> </ul>                                                                                                                                                                                                              |
| <b>Specific actions for person-overboard</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• raise alarm</li> <li>• use of life-saving devices</li> <li>• look out</li> <li>• engine use</li> <li>• heaving lines</li> <li>• flotation devices</li> <li>• recovery methods</li> <li>• patient care including hypothermia treatment</li> </ul>                                                                                                                      |
| <b>Vessel design and construction features</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• hull, engine spaces, tanks</li> <li>• power generation systems</li> <li>• fuel, water and electrical line systems</li> <li>• pumps and collision bulkheads, hull openings</li> <li>• accommodation and working spaces</li> <li>• deck arrangements, working gear and steering arrangements</li> <li>• methods of maintaining water tight integrity of hull</li> </ul> |
| <b>Vessel stability</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• centre of gravity</li> <li>• centre of effort</li> <li>• centre of buoyancy</li> <li>• displacement</li> <li>• limit of positive stability</li> </ul>                                                                                                                                                                                                                 |
| <b>Watch keeping systems</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• strict 2 watch system</li> <li>• "stand opposite" watch system</li> <li>• floating watch system</li> </ul>                                                                                                                                                                                                                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of occupational health and safety requirements and relevant regulations when sailing ballasted yachts in coastal waters in the workplace</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of sailing theory and practice to direct crew to set and trim sails to achieve the various points of sailing when required</li> <li>○ act as a competent skipper on exposed coastal waters, ensuring crew and, where relevant, passenger safety</li> <li>○ act as skipper or watch leader</li> <li>○ skipper a vessel on a minimum of six four - hour night passages</li> <li>○ skipper a vessel in a variety of weather conditions</li> <li>○ produce logged evidence of nautical miles and days on board to indicate application of skills in a variety of conditions</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYAC003B Skipper a ballasted yacht inshore</li> <li>○ SROYAC004B Crew a ballasted yacht in exposed coastal waters</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SFISHIP403A Monitor and control search and rescue operations</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Principles of stability including                   <ul style="list-style-type: none"> <li>▪ centre of gravity</li> <li>▪ centre of effort</li> <li>▪ centre of buoyancy</li> <li>▪ displacement</li> <li>▪ limit of positive stability</li> </ul> </li> <li>○ Advantages and disadvantages of a range of materials used in hull construction including                   <ul style="list-style-type: none"> <li>▪ timber</li> <li>▪ plywood</li> <li>▪ ferro cement</li> <li>▪ steel</li> <li>▪ aluminium</li> <li>▪ exotic laminates</li> <li>▪ glass reinforced plastics</li> </ul> </li> <li>○ Nautical terms as applied to sailing</li> <li>○ Nautical regulations</li> <li>○ Sailing practices and etiquette with respect to mooring, flag etiquette, speed observation, environmental impact</li> <li>○ Regulations with respect to carrying and use of safety equipment</li> <li>○ Person overboard procedures</li> </ul> </li> </ul>                                                                                                                |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                   | <ul style="list-style-type: none"> <li>○ Sources of weather information and interpretation of forecasts</li> <li>○ Wind indicators</li> <li>○ Rope handling and knots <ul style="list-style-type: none"> <li>▪ figure of eight</li> <li>▪ clove hitch</li> <li>▪ rolling hitch</li> <li>▪ bowline</li> <li>▪ round turn</li> <li>▪ two half hitches</li> </ul> </li> <li>○ Operation of yacht engines</li> <li>○ Safe operation of a dinghy as a yacht tender</li> <li>○ Wave formation and methods of predicting dangerous wave conditions</li> <li>○ Sources of information on tides and currents</li> <li>○ Use and interpretation of Morse codes</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Interpersonal skills to deal with crew on extended passages</li> <li>○ Conflict resolution</li> <li>○ Problem solving and contingency planning</li> <li>○ Ability to use knowledge of weather, tides and current to sailing advantage</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ a ballasted yacht</li> <li>○ crew</li> <li>○ exposed coastal waters</li> <li>○ food and water requirements</li> <li>○ navigation instruments and charts</li> <li>○ communications system</li> <li>○ personal protective clothing appropriate to the location and conditions</li> <li>○ personal flotation device (PFD)</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, ie, SROYAC006B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variation in weather conditions, responsibility associated with skippering a vessel and technical knowledge, this unit of competency must be assessed over a minimum of three (3) different occasions in order to ensure consistency of performance over a range of weather and sea conditions, navigation situations and with different crew during both day and night sailing. (It is expected that over this period of time the skipper would experience sailing in all weather conditions,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                               | including heavy weather, although passages should not deliberately be arranged in heavy weather for assessment purposes). This should be combined with logged evidence of sufficient nautical miles sailed and days on board a sailing vessel to satisfy the assessor that the required knowledge and skills have been applied                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• For valid and reliable assessment this unit of competency must be assessed in the context of a ballasted yacht sailing activity with a crew, acting as skipper on coastal passages in a ballasted yacht</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding the proposed voyage</li> <li>• <b>Communicating ideas and information</b> - Issuing directions to the crew</li> <li>• <b>Planning and organising activities</b> - Planning food and water resources for the planned voyage</li> <li>• <b>Working with teams and others</b> - Working with a crew on board a yacht</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating bearings for navigation of vessel</li> <li>• <b>Solving problems</b> - Dealing with adverse weather conditions</li> <li>• <b>Using technology</b> - Using navigational equipment to plot/fix course</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                           |
|------------|-------------------------------------------|
| SROYAC006B | SKIPPER A BALLASTED YACHT IN OCEAN WATERS |
|            |                                           |
| YAC        | Yachting - Ballasted yacht                |

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

This unit covers the knowledge and skills required to skipper a ballasted yacht sailing in ocean waters for extended periods of time.

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan to undertake a voyage in open waters</b>             | 1.1 Identify and arrange equipment requirements for the passage including equipment for periods of heavy weather and night travel<br>1.2 Plan passage after consideration of navigation and meteorological information<br>1.3 Prepare checklists and timelines for watch keeping, victualling and other crew responsibilities/duties<br>1.4 Conduct pre-sea checks of engine<br>1.5 Check <b>equipment</b> and stores to ensure correct and adequate stowage                                                                                                                                                                                                   |
| <b>2 Prepare for extended periods of heavy weather</b>         | 2.1 Develop strategies for responding to extended periods of heavy weather including consideration of comfort and safety of crew<br>2.2 Identify contingency plans in the event of damage to hull or equipment or injury to crew<br>2.3 Develop and document emergency procedures to be undertaken in the event of major damage to hull or equipment, or injury to crew<br>2.4 Ensure crew are trained in the appropriate response in emergencies, based on the developed strategies, contingency plans and emergency procedures                                                                                                                               |
| <b>3 Manage crew during an extended passage on open waters</b> | 3.1 Prepare and implement plans for the delegation of responsibilities and duties of each member of the crew<br>3.2 Identify crew strength and weaknesses in order to optimise performance and efficiency and organise crew in a manner to utilise identified <b>skills</b><br>3.3 Apply knowledge of group dynamics, interpersonal skills and appropriate strategies to develop and maintain a sense of cohesiveness amongst the crew and support for instructions/orders<br>3.4 Recognise the potential for conflict during extended passages and<br>3.5 Identify and respond to signs of conflict in order to maintain the crew's ability to work as a team |
| <b>4 Comply with port entry requirements</b>                   | 4.1 Source <b>information for entering foreign ports</b> on requirements that must be complied with<br>4.2 Demonstrate correct communications with port authorities during final approach to foreign ports                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>                              | [all categories] <ul style="list-style-type: none"> <li>• personal equipment</li> <li>• safety equipment</li> <li>• food and water</li> </ul>                                                                                                                                 |
| <b>Information for entering foreign ports</b> | [all categories] <ul style="list-style-type: none"> <li>• visa requirements</li> <li>• immigration laws</li> <li>• currency regulations</li> <li>• quarantine and health requirements</li> <li>• customs and excise</li> <li>• locally acceptable social behaviour</li> </ul> |
| <b>Skills</b>                                 | [all categories] <ul style="list-style-type: none"> <li>• helm</li> <li>• navigation</li> <li>• deck work</li> <li>• seamanship skills</li> <li>• victualling and food preparation</li> <li>• first aid</li> </ul>                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety practices, supervision of crew and procedures on board ballasted yachts in ocean waters in the workplace</li> <li>• Assessment of performance should be over three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of sailing theory and practice to direct crew to set and trim sails to achieve the various points of sailing when required</li> <li>○ act as a competent skipper in ocean waters, ensuring crew and, where relevant, passenger safety</li> <li>○ act as skipper or watch leader</li> <li>○ skipper a vessel on a variety of voyages, including a 200 nautical mile voyage over 50 miles offshore</li> <li>○ skipper a vessel in a variety of weather conditions, including periods of heavy weather</li> </ul> </li> </ul>                                                                                                                                                                                                      |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYAC005B Skipper a ballasted yacht in exposed coastal waters</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Entry requirement for foreign ports</li> <li>○ Principles of celestial navigation techniques</li> <li>○ Use and care of a sextant</li> <li>○ Measurement of time as used in navigational practice</li> <li>○ Sailing theory</li> <li>○ In-depth knowledge of tides and currents</li> <li>○ Interpretation of weather signs in the field</li> <li>○ Safety procedures on board ballasted yachts in periods of heavy weather</li> <li>○ Person overboard procedures and rescue procedures</li> <li>○ Regulations with respect to carrying and use of safety equipment</li> <li>○ Sources of weather information and interpretation of forecasts</li> <li>○ Wind indicators</li> <li>○ Rope handling and knots</li> <li>○ Operation of yacht engines</li> <li>○ Safe operation of a dinghy as a yacht tender</li> <li>○ Wave formation and methods of predicting dangerous wave conditions</li> <li>○ Maintenance requirements and procedures</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Interpersonal skills to deal with crew on extended passages</li> <li>○ Conflict resolution</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>○ Problem solving and contingency planning</li> <li>○ Celestial navigation</li> <li>○ Weather interpretation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ a ballasted yacht</li> <li>○ crew</li> <li>○ areas of ocean</li> <li>○ food and water resources</li> <li>○ personal protective clothing appropriate to location and conditions</li> <li>○ personal flotation device (PFD)</li> <li>○ navigation instruments and charts</li> <li>○ communications equipment</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variation in weather conditions, responsibility associated with skippering a vessel and technical knowledge, this unit of competency must be assessed over a minimum of three (3) occasions in order to ensure consistency of performance over a range of weather and sea conditions in different navigation situations with different crew during both day and night sailing. (It is expected that over this period of time the skipper would experience sailing in all weather conditions, including heavy weather, although passages should not deliberately be arranged in heavy weather purely for assessment purposes). This should be combined with logged evidence of sufficient nautical miles sailed and days on board a sailing vessel to satisfy the assessor that the required knowledge and skills have been applied</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a ballasted yacht sailing activity whilst acting as skipper on ocean passages involving a crew</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding the proposed voyage</li> <li>• <b>Communicating ideas and information</b> - Issuing directions to the crew</li> <li>• <b>Planning and organising activities</b> - Planning food and water resources for the planned voyage</li> <li>• <b>Working with teams and others</b> - Working with a crew on board a yacht</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating bearings for navigation of vessel</li> <li>• <b>Solving problems</b> - Dealing with adverse weather conditions</li> <li>• <b>Using technology</b> - Using navigational equipment to plot/fix course</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                               |
|------------|-----------------------------------------------|
| SROYAC007A | INSTRUCT YACHTING (BALLASTED YACHT - INSHORE) |
|            |                                               |
| YAC        | Yachting - Ballasted yacht                    |

**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 crew or skipper a ballasted yacht inshore.

| ELEMENT                                                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan an instructional session for teaching yachting skills (ballasted yacht - inshore)</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach yachting skills (ballasted yacht - inshore)</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional yachting session (ballasted yacht - inshore)</b>                    | 3.1 Communicate the aims of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Conduct an instructional yachting session (ballasted yacht - inshore)</b>                      | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                                                            | <p>4.2 Monitor individual client's performance in instructional activities</p> <p>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment</p> <p>4.4 Ensure instructional activity allows for repetition of skills</p> <p>4.5 Evaluate instructional activities for effectiveness and implement modifications when required</p> <p>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.</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures</p> |
| <b>5 Apply appropriate teaching techniques for a yachting session (ballasted yacht - inshore)</b>          | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>6 Teach required knowledge that applies to a yachting activity (ballasted yacht - inshore)</b>          | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to yachting (ballasted yacht - inshore) and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in yachting (ballasted yacht - inshore)</p> <p>6.3 Identify minimal impact practices appropriate to yachting (ballasted yacht - inshore), and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in yachting (ballasted yacht - inshore), and determine client level of understanding in their use</p>                                                                                                                                                                                                                                                                     |
| <b>7 Teach safety and rescue procedures appropriate to a yachting activity (ballasted yacht - inshore)</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to yachting (ballasted yacht - inshore), and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to yachting (ballasted yacht - inshore)</p> <p>7.4 Demonstrate rescue techniques specific to yachting (ballasted yacht - inshore), and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



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|                                                                    | 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>8 Teach yachting skills (ballasted yacht - inshore)</b>         | 8.1 Explain and demonstrate key points of technique or skill<br>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results<br>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable<br>8.4 Practice skills or techniques and observe clients in order to provide feedback<br>8.5 Assess clients to determine poor or incorrect technique<br>8.6 Provide opportunities for additional practice, where required                                                                                                                                                                                                                                                                                                                       |
| <b>9 Communicate further yachting knowledge</b>                    | 9.1 Inform clients of locations, suitable to their skill level, for participating in yachting (ballasted yacht - inshore)<br>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>9.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>10 Conclude and evaluate the yachting instructional session</b> | 10. Allow time for "cooling down" at the end of the session, check<br>1 <b>equipment</b> for damage and return and store in an appropriate fashion<br>10. Determine the level of learning achieved directly through<br>2 assessment or indirectly from Assessor<br>10. Apply feedback from Assessor or assessment to evaluate the<br>3 effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities<br>10. Evaluate the validity and reliability of assessment/evaluation tools<br>4 used throughout the session to monitor learning<br>10. Determine modifications to activities and delivery method(s),<br>5 based on evaluations<br>10. Evaluate the suitability of <b>other related factors</b><br>6 |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | [all categories] <ul style="list-style-type: none"> <li>• ballasted yacht</li> <li>• navigation equipment</li> <li>• Personal Flotation Device (PFD)</li> <li>• food and water resources</li> <li>• safety equipment (including First Aid kits)</li> <li>• repair equipment</li> <li>• yachting specific equipment</li> <li>• rescue equipment</li> </ul> |
| <b>Hazards</b>               | [all categories] <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ environmental hazards</li> <li>○ rocks</li> <li>○ other craft</li> <li>○ waves</li> <li>○ manmade objects</li> </ul> </li> </ul>                                                                                             |
| <b>Other related factors</b> | [all categories] <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                            |
| <b>Other resources</b>       | [all relevant categories] <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable body of water for teaching of unit(s)</li> </ul> </li> </ul>                                                               |
| <b>Sequence</b>              | [two categories] <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> </ul> </li> </ul>                                                                                                                                                        |

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|  | <ul style="list-style-type: none"><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a yachting (ballasted yacht - inshore) instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>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 yachting skills in ballasted yachts on inshore conditions</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>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</li> <li>demonstrate yachting (ballasted yacht - inshore) techniques or skills accurately</li> <li>establish a positive learning environment</li> <li>recognise different client abilities and teach to suit individual needs</li> <li>provide constructive feedback which enhances the client's learning</li> <li>provide instruction in required knowledge and skills for yachting (ballasted yacht - inshore)</li> <li>apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>BSZ404A Train small groups</li> <li>The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>SROYAC003B Skipper a ballasted yacht inshore</li> </ul> </li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Of activity location and its suitability for the conduct of the instructional session</li> <li>Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>Relevant legislation impacting upon the instruction or conduct of yachting (ballasted yacht - inshore), eg, occupational health and safety, land and water management authorities, local government</li> <li>Theories of instruction applicable to a range of ages and learning abilities</li> <li>Client abilities and needs, in order to adapt the instructional session</li> <li>Safety procedures during the conduct or instruction of yachting skills (ballasted yacht - inshore)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing yachting (ballasted yacht - inshore)</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Yachting skills to demonstrate and correct technique</li> <li>○ Weather interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of yachting (ballasted yacht - inshore) instructional sessions</li> <li>○ yachting equipment, eg, yacht, suitable sails, Personal Flotation Device (PFD)</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ rescue equipment</li> <li>○ navigational equipment</li> <li>○ communications equipment</li> <li>○ instructional tools may include                   <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROYAC008B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 yachting (ballasted yacht - inshore) skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a yachting activity (ballasted yacht - inshore) with a range of clients (not peers)</li> <li>• 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</li> <li>• Assessment of this unit of competence will usually include observation of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  | <p>processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</p> <ul style="list-style-type: none"><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                |
|------------|------------------------------------------------|
| SROYAC008A | INSTRUCT YACHTING (BALLASTED YACHT - OFFSHORE) |
|            |                                                |
| YAC        | Yachting - Ballasted yacht                     |

**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 sail ballasted yachts offshore.

| ELEMENT                                                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan an instructional session for teaching yachting skills (ballasted yacht - offshore)</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach yachting skills (ballasted yacht - offshore)</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional yachting session (ballasted yacht - offshore)</b>                    | 3.1 Communicate the aims of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Conduct an instructional yachting session (ballasted yacht - offshore)</b>                      | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities<br>4.2 Monitor individual client's performance in instructional activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



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|                                                                                                             | <p>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment</p> <p>4.4 Ensure instructional activity allows for repetition of skills</p> <p>4.5 Evaluate instructional activities for effectiveness and implement modifications when required</p> <p>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</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures</p> |
| <b>5 Apply appropriate teaching techniques for a yachting session (ballasted yacht - offshore)</b>          | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>6 Teach required knowledge that applies to a yachting activity (ballasted yacht - offshore)</b>          | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to yachting (ballasted yacht - offshore) and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in yachting (ballasted yacht - offshore)</p> <p>6.3 Identify minimal impact practices appropriate to yachting (ballasted yacht - offshore), and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in yachting (ballasted yacht - offshore), and determine client level of understanding in their use</p>                                                                                                                                                                               |
| <b>7 Teach safety and rescue procedures appropriate to a yachting activity (ballasted yacht - offshore)</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to yachting (ballasted yacht - offshore), and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to yachting (ballasted yacht - offshore)</p> <p>7.4 Demonstrate rescue techniques specific to yachting (ballasted yacht - offshore), and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                                                                                                                                                                                                                                      |

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>8 Teach yachting skills (ballasted yacht - offshore)</b>        | 8.1 Explain and demonstrate key points of technique or skill<br>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results<br>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable<br>8.4 Practice skills or techniques and observe clients in order to provide feedback<br>8.5 Assess clients to determine poor or incorrect technique<br>8.6 Provide opportunities for additional practice, where required                                                                                                                                                                                                                                                                                                                       |
| <b>9 Communicate further yachting knowledge</b>                    | 9.1 Inform clients of locations, suitable to their skill level, for participating in yachting (ballasted yacht - offshore)<br>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>9.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>10 Conclude and evaluate the yachting instructional session</b> | 10. Allow time for "cooling down" at the end of the session, check<br>1 <b>equipment</b> for damage and return and store in an appropriate fashion<br>10. Determine the level of learning achieved directly through<br>2 assessment or indirectly from Assessor<br>10. Apply feedback from Assessor or assessment to evaluate the<br>3 effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities<br>10. Evaluate the validity and reliability of assessment/evaluation tools<br>4 used throughout the session to monitor learning<br>10. Determine modifications to activities and delivery method(s),<br>5 based on evaluations<br>10. Evaluate the suitability of <b>other related factors</b><br>6 |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• ballasted yacht</li> <li>• navigation equipment</li> <li>• Personal Flotation Device (PFD)</li> <li>• food and water resources</li> <li>• safety equipment including First Aid kits</li> <li>• repair equipment</li> <li>• yachting specific equipment</li> <li>• rescue equipment</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ environmental hazards</li> <li>○ rocks</li> <li>○ other craft</li> <li>○ waves</li> <li>○ manmade objects</li> </ul> </li> </ul>                                                                                                         |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                          |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable body of water for teaching of unit(s)</li> </ul> </li> </ul>                                                                           |
| <b>Sequence</b>              | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> </ul> </li> </ul>                                                                                                                                                                    |

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|  | <ul style="list-style-type: none"><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a yachting (ballasted yacht - offshore) instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 yachting skills in ballasted yachts on offshore conditions</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate yachting (ballasted yacht - offshore) techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for yachting (ballasted yacht - offshore)</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                 <ul style="list-style-type: none"> <li>▪ SROYAC005B Skipper a ballasted yacht in exposed coastal waters</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of yachting (ballasted yacht - offshore), eg, occupational health and safety, land and water management authorities, local government</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ Safety procedures during the conduct or instruction of yachting skills (ballasted yacht - offshore)</li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing yachting (ballasted yacht - offshore)</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Yachting skills to demonstrate and correct technique</li> <li>○ Weather interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of yachting (ballasted yacht - offshore) instructional sessions</li> <li>○ yachting equipment, eg, yacht, suitable sails, Personal Flotation Device (PFD)</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ rescue equipment</li> <li>○ navigational equipment</li> <li>○ communications equipment</li> <li>○ instructional tools may include                 <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 yachting (ballasted yacht - offshore) skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a yachting activity (ballasted yacht - offshore) with a range of clients (not peers)</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



## **YACHTING – MOTOR CRUISERS**



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|            |                              |
|------------|------------------------------|
| SROYMC001B | CREW A MOTOR CRUISER INSHORE |
| YMC        | Yachting - Motor cruisers    |

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

This unit covers the knowledge and skills required to become an effective member of the crew on board a motor cruising yacht sailing on short passages within sheltered waters with reasonable access to safe anchorages.

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Handle rope safely</b>                    | 1.1 Identify potential dangers from unsafe practices when handling ropes and implement strategies to ensure safety of self and others<br>1.2 Coil ropes, stow and secure to cleats and single and double bollards<br>1.3 Determine the advantages, disadvantages of different <b>knots</b> and demonstrate use appropriate to the situation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>2 Use correct nautical terminology</b>      | 2.1 Identify the safety considerations related to the use of correct terminology on board a vessel<br>2.2 Apply the correct nautical terms for the craft and all equipment to ensure accurate communication on board                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>3 Get under way and return to berth</b>     | 3.1 Identify and minimise potential dangers associated with unsafe practices when getting under way and returning to <b>berth</b> through adequate precautions and practices<br>3.2 Identify and demonstrate specific tasks associated with getting under way and berthing when using different types of berth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>4 Travel in a safe and courteous manner</b> | 4.1 Apply safe <b>sailing practices and etiquette</b> when motoring, mooring and interacting with others sailors <b>in-shore</b><br>4.2 Apply <b>nautical regulations</b> with respect to efficient lookouts and Collision<br>4.3 Comply with National, State and local legislation with respect to the <b>safety equipment</b> required on board and safety drills<br>4.4 Use and maintain safety equipment in accordance with regulations and manufacturer's recommendations<br>4.5 Identify fire hazards on board and implement fire prevention strategies<br>4.6 Apply <b>recovery drill procedures</b> in 'person' overboard situations<br>4.7 Apply knowledge of weather forecasts and wind observations determine prevailing and future conditions<br>4.8 Maintain an accurate compass course under engine power<br>4.9 Identify specific <b>boat handling requirements</b> of crew on vessels and perform the tasks at each area<br>4.10 Identify and apply differences between crew organisation on different size vessels, and consequent task allocation, to handling a vessel as part of a team approach |
| <b>5 Operate auxiliary engines and craft</b>   | 5.1 Conduct <b>pre-start and stop checks</b> of craft's engine in accordance with operating procedures and manufacturer's guidelines<br>5.2 Perform starting and stopping procedures in accordance with operating procedures and manufacturer's guidelines<br>5.3 Demonstrate correct use of main <b>engine controls</b> to ensure adequate control of craft<br>5.4 Implement strategies to minimise the risk of ropes fouling with the propeller<br>5.5 Identify dangers associated with the incorrect use of marine heads and demonstrate procedures for the open up/shut down of a marine head                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|  |                                                                                                                                       |
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|  | 5.6 Demonstrate safe handling during launching, boarding, loading, rowing, use of outboard and recovery of a dinghy as a yacht tender |
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## Range Statements

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

| RANGE STATEMENT                   | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Berths</b>                     | [all categories] <ul style="list-style-type: none"> <li>• along side mooring</li> <li>• pens</li> <li>• mooring buoys</li> <li>• anchors</li> </ul>                                                                                                                                                                                                                                                                       |
| <b>Boat handling requirements</b> | [all categories] <ul style="list-style-type: none"> <li>• at the helm</li> <li>• cockpit</li> <li>• amidships</li> <li>• foredeck</li> </ul>                                                                                                                                                                                                                                                                              |
| <b>Engine controls</b>            | [all categories] <ul style="list-style-type: none"> <li>• gear lever</li> <li>• throttle</li> <li>• on/off control</li> </ul>                                                                                                                                                                                                                                                                                             |
| <b>Inshore</b>                    | <ul style="list-style-type: none"> <li>• within sheltered waters (smooth or partially smooth) with reasonable access to safe anchorages</li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Knots</b>                      | [all categories] <ul style="list-style-type: none"> <li>• figure of eight</li> <li>• clove hitch</li> <li>• rolling hitch</li> <li>• bowline</li> <li>• round turn and two half hitches</li> </ul>                                                                                                                                                                                                                        |
| <b>Nautical regulations</b>       | [all categories] <ul style="list-style-type: none"> <li>• efficient lookout at sea</li> <li>• collision regulations including               <ul style="list-style-type: none"> <li>○ port and starboard</li> <li>○ overtaking vessels</li> <li>○ windward/leeward</li> <li>○ keeping to the right in channels</li> <li>○ sail and power meeting</li> <li>○ signifying intentions in plenty of time</li> </ul> </li> </ul> |
| <b>Nautical terminology</b>       | [all categories]                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                        |                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <ul style="list-style-type: none"> <li>• direction, eg, port, starboard, ahead, astern, windward, leeward, abeam, forward, aft</li> <li>• hull</li> <li>• personal equipment</li> <li>• safety equipment</li> </ul>                                                                                                     |
| <b>Pre-start/stop checks</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• fuel</li> <li>• oil</li> <li>• cooling system</li> <li>• electronics</li> </ul>                                                                                                                                                                        |
| <b>Recovery drill procedures</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• helicopter rescue</li> <li>• 'quick stop'</li> <li>• lifesling</li> </ul>                                                                                                                                                                              |
| <b>Safety equipment</b>                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal flotation devices (PFD)</li> <li>• harnesses</li> <li>• fire fighting equipment</li> <li>• distress flares</li> <li>• Emergency Position Indicating Radio Beacon (EPIRB)</li> </ul>                                                           |
| <b>Sailing practices and etiquette</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• laying anchor</li> <li>• mooring alongside</li> <li>• berthing</li> <li>• leaving and returning to berths and moorings</li> <li>• unnecessary noise</li> <li>• speed observations</li> <li>• flag etiquette</li> <li>• environmental impact</li> </ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of safety practices and procedures on board vessels in the workplace</li> <li>Assessment of performance should be over two (2) occasions covering the prescribed number of categories from the Range Statements</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>act as an effective crew member as part of a team to travel on a motor cruiser within sheltered waters (smooth or partially smooth waters) with reasonable access to safe anchorages</li> <li>perform all aspects of crew work</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS001B Implement minimal environmental impact practices</li> <li>MEM50.8EA Carry out trip preparation and handling</li> <li>MEM50.9EA Safely operate a mechanically powered recreational boat</li> <li>MEM50.10EA Respond to boating emergencies and incidents</li> <li>SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROYAC001B Comply with maritime rules and regulations</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS003B Apply weather information</li> </ul> </li> </ul>                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Nautical terms</li> <li>Nautical regulations</li> <li>Practices and etiquette with respect to mooring, flag etiquette, speed observation, environmental impact</li> <li>Regulations with respect to carrying and use of safety equipment</li> <li>Person overboard procedures</li> <li>Sources of weather information and interpretation of forecasts</li> <li>Wind indicators</li> <li>Rope handling and knots                   <ul style="list-style-type: none"> <li>figure of eight</li> <li>clove hitch</li> <li>rolling hitch</li> <li>bowline</li> <li>round turn and two half hitches</li> </ul> </li> <li>Operation of motor cruiser engines</li> <li>Safe operation of a dinghy as a tender</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Ability to work and communicate as part of a team</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>real work group situations</li> <li>a cruising yacht</li> <li>other crew</li> <li>sheltered waters with reasonable access to safe anchorages</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                   | <ul style="list-style-type: none"> <li>○ food and water requirements</li> <li>○ personal protective clothing appropriate to location and conditions</li> <li>○ personal flotation device (PFD)</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in the unit at the level above (i.e., SROYMC003B)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the various crewing tasks performed on board a motor cruising yacht, this unit of competency must be assessed over two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to cruising in sheltered waters with reasonable access to safe anchorages and to cover all aspects of crew work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 acting as crew cruising in sheltered waters with reasonable access to safe anchorages</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                    |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |                            |                             |                                     |                |                |
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| Collect, Analyse & Organise Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1                               | 1                          | 1                           | 2                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on "man overboard" procedures</li> <li>• <b>Communicating ideas and information</b> - Communicating with skipper and other crew members</li> <li>• <b>Planning and organising activities</b> - Planning safe operating practices for getting under way</li> <li>• <b>Working with teams and others</b> - Working with other crew members</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating safe load in tender vessel</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using outboard motor in a tender vessel</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROYMC002B | SKIPPER A MOTOR CRUISER INSHORE |
| YMC        | Yachting - Motor cruisers       |

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

This unit covers the knowledge and skills required to skipper a motor yacht cruising on short passages within sheltered waters with reasonable access to safe anchorages.

This unit and its co requisites incorporate aspects from the units of competency required for the achievement of a Certificate of Competency as a Coxswain.

| ELEMENT                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>1 Handle rope safely</b>                           | 1.1 Implement strategies to ensure safety of self and others when using and handling ropes<br>1.2 Take measures to ensure that ropes are coiled, stowed and secured to cleats and single and double bollards<br>1.3 Apply knowledge of the properties of synthetic ropes to determine the most appropriate rope for each on board situation<br>1.4 Handle warps to ensure efficient mooring<br>1.5 Demonstrate safe and correct use of winches<br>1.6 Determine the advantages, disadvantages of different <b>knots</b> and demonstrate their use appropriate to the situation<br>1.7 Apply knowledge of <b>splicing and whipping</b> to conduct routine maintenance and repair work                                                                                                                                                                                                                                                                                                                                             |
| <b>2 Plan and prepare for passage</b>                 | 2.1 Prepare yacht for passage with adequate supervision/checking of all relevant <b>contextual issues</b> and <b>safety equipment</b><br>2.2 Develop and implement a plan for crew action and delegation of responsibility in a <b>variety of condition and situations</b><br>2.3 Apply knowledge of <b>design and loading factors</b> to ensure the stability of the vessel and crew safety<br>2.4 Secure and stow gear on upper deck and below to minimise loss and/or water damage or injury whilst maintaining proper access within and on the vessel<br>2.5 Implement strategies to ensure the security and safety of passengers and crew on deck and below when the vessel is underway<br>2.6 Plan a short passage, on tidal/estuary waters, taking account of relevant navigational hazards and limitations imposed by the type of boat and the strength of the crew<br>2.7 Develop a victualling list and supervise victualling organisation for the passage<br>2.8 Organise and supervise watches at sea and in harbour |
| <b>3 Get under way and return to berth or mooring</b> | 3.1 Identify potential dangers associated with unsafe practices when getting under way and returning to <b>berth</b> and minimise through adequate precautions, practices and crew supervision<br>3.2 Demonstrate personal boat handling skills <b>in-shore</b> and effective and timely direction to crew to enable the vessel to be safely brought to and from an alongside berth, mooring buoy and anchor under power<br>3.3 Identify and demonstrate specific tasks associated with getting under way and berthing when using different types of <b>berth</b><br>3.4 Identify and apply <b>factors to be considered when accepting and being towed</b><br>3.5 Accept a tow under personal steerage and manoeuvre and steer the vessel                                                                                                                                                                                                                                                                                        |

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|                                                                                 | whilst under tow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>4 Handle craft</b>                                                           | 4.1 Apply knowledge of the effects and efficient use of centre of effort, lateral resistance and the keel or centreplate to assist in managing the yacht and reducing leeway                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>5 Sail in a safe and courteous manner</b>                                    | 5.1 Apply safe <b>sailing practices and courtesies</b> when motoring, mooring and interacting with others sailors<br>5.2 Apply International Regulations for the Prevention of Collisions at Sea by self and crew<br>5.3 Comply with National, State and local legislation with respect to the safety equipment required on board and safety drills is and store, use and maintain safety equipment in accordance with regulations and manufacturer's recommendations<br>5.4 Identify <b>fire hazards</b> on board, implement fire prevention strategies and demonstrate fire fighting procedures<br>5.5 Follow procedures to ensure that inexperienced crew or passengers are familiar with safety procedures, <b>recovery drill procedures</b> and requirements<br>5.6 Apply recovery drill procedures in 'person' overboard situations and correct action as helmsman is taken<br>5.7 Demonstrate the correct use of distress flares and Emergency Position Indicating Radio Beacon (EPIRB) and detail situations in which they may be used<br>5.8 Outline procedures to be followed as skipper in the event of a helicopter rescue<br>5.9 Apply knowledge of weather forecast interpretation and use of forecasting aids to determine future conditions |
| <b>6 Navigate in sheltered waters with reasonable access to safe anchorages</b> | 6.1 Apply knowledge of navigation principles and techniques to carry out <b>routine navigational duties</b> and prepare navigational plans<br>6.2 Interpret the IALA system of buoyage and other visual aids to navigation<br>6.3 Demonstrate accurate position fixing taking into account variables and sources of inaccuracies<br>6.4 Identify and apply techniques to apply in restricted visibility, where relevant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>7 Operate and maintain inboard engine</b>                                    | 7.1 Conduct complete engine pre-start checks and shut down procedures in accordance with operating procedures and manufacturer's guidelines<br>7.2 Start, stop and operate the engine with use of controls<br>7.3 Identify and locate serviceable engine parts and perform periodic maintenance checks on engine and electrical installations<br>7.4 Ensure sufficient engine and electrical tool kits and spares are carried on board and stowed correctly<br>7.5 Knowledge of fuel consumption at different speeds is shown and ensure sufficient fuel is carried for the planned passage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Range Statements

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

| RANGE STATEMENT                                                | CATEGORIES                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Berths</b>                                                  | [all categories] <ul style="list-style-type: none"> <li>• along side docks and jetties</li> <li>• pens</li> <li>• mooring buoys</li> <li>• anchors</li> </ul>                                                                                                                                                                                                      |
| <b>Contextual issues</b>                                       | [all categories] <ul style="list-style-type: none"> <li>• selection of crew</li> <li>• crew abilities</li> <li>• consideration of weather, tides and winds</li> <li>• engine checks</li> <li>• food and water requirements</li> <li>• safety equipment</li> </ul>                                                                                                  |
| <b>Design and loading factors</b>                              | [all categories] <ul style="list-style-type: none"> <li>• simple static and dynamic stability</li> <li>• limit of positive stability</li> <li>• proper stowage and security of loose or moveable items</li> <li>• maintenance of proper access within and on the vessel</li> <li>• security, safety and comfort of passengers and crew</li> </ul>                  |
| <b>Factors to be considered when accepting and being towed</b> | [all categories] <ul style="list-style-type: none"> <li>• passing tow ropes</li> <li>• use of bridles</li> <li>• securing tow ropes, suitable knots and strong points</li> <li>• taking the strain</li> <li>• towing alongside or astern</li> <li>• communication between craft</li> <li>• casting off</li> <li>• manoeuvring while towing and undertow</li> </ul> |
| <b>Fire hazards</b>                                            | [all categories] <ul style="list-style-type: none"> <li>• fixed fuel tanks</li> <li>• cooling appliances</li> <li>• freezers</li> <li>• complex electrical systems</li> <li>• inboard engine installations</li> </ul>                                                                                                                                              |

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| <b>Inshore</b>                          | <ul style="list-style-type: none"> <li>• within sheltered waters (smooth or partially smooth) with reasonable access to safe anchorages</li> </ul>                                                                                                                                                                                                                                                |
| <b>Knots</b>                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• figure of eight</li> <li>• clove hitch</li> <li>• rolling hitch</li> <li>• reef knot</li> <li>• bowline</li> <li>• single and double sheet bend</li> <li>• round turn and two half hitches</li> </ul>                                                                                                                            |
| <b>Recovery drill procedures</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• apply to</li> <li>• helicopter rescue</li> <li>• 'quick stop'</li> <li>• lifesling</li> </ul>                                                                                                                                                                                                                                    |
| <b>Routine navigational duties</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• taking and plotting fixes</li> <li>• estimation of tidal heights and fixes</li> <li>• course calculations to allow for tidal stream, leeway and drift</li> <li>• maintenance of navigational records</li> <li>• use of echo sounder and lead line</li> </ul>                                                                     |
| <b>Safety equipment</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal flotation devices (PFD)</li> <li>• harnesses</li> <li>• fire fighting equipment</li> <li>• distress flares</li> <li>• Emergency Position Indicating Radio Beacon (EPIRB)</li> </ul>                                                                                                                                     |
| <b>Sailing practices and courtesies</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• apply to             <ul style="list-style-type: none"> <li>○ laying anchor</li> <li>○ mooring alongside</li> <li>○ berthing</li> <li>○ leaving and returning to berths and moorings</li> <li>○ unnecessary noise</li> <li>○ speed observations</li> <li>○ flag etiquette</li> <li>○ environmental impact</li> </ul> </li> </ul> |
| <b>Splicing and whipping</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• eye splice</li> <li>• common whipping</li> </ul>                                                                                                                                                                                                                                                                                 |

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|                                             | <ul style="list-style-type: none"><li>• sail-makers whipping</li></ul>                                                                                                                                                                                                              |
| <b>Variety of conditions and situations</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• berthing and unberthing</li><li>• anchoring</li><li>• reduced visibility</li><li>• adverse weather conditions</li><li>• emergency conditions</li><li>• persons overboard situations</li><li>• victualling</li></ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety practices and supervision of crew practices and procedures on board motor cruisers in the workplace</li> <li>• Assessment of performance should be over three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ act as a competent skipper on sheltered waters with reasonable access to safe anchorages, ensuring crew and, where relevant, passenger safety</li> <li>○ act as skipper or watch leader</li> <li>○ skipper a motor cruiser on a minimum of two four - hour night passages</li> <li>○ skipper a motor cruiser in a variety of weathers</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                     |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYAC001B Comply with maritime rules and regulations</li> <li>○ SROYMC001B Crew a motor cruiser inshore</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS007B Interpret weather for marine environments</li> <li>○ SFISHIP306A Monitor and control navigation in an inshore area</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SFISHIP209A Operate marine communications equipment</li> <li>○ Other units comprising the Coxwain's Certificate of Competency</li> </ul> </li> </ul>                                                                                                                        |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Nautical terms</li> <li>○ Nautical regulations</li> <li>○ Practices and etiquette</li> <li>○ Regulations with respect to carrying and use of safety equipment</li> <li>○ Person overboard procedures</li> <li>○ Sources of weather information and interpretation of forecasts</li> <li>○ Properties of synthetic ropes including strength, construction, care and maintenance, limitations and common usage</li> <li>○ Rope handling, knots and splicing</li> <li>○ Different types of anchor and anchoring techniques and considerations</li> <li>○ Navigational charts and publications</li> <li>○ Use of navigational instruments and charts</li> <li>○ Factors affecting navigation accuracy</li> <li>○ IALA system of buoyage</li> <li>○ Navigation in restricted visibility</li> <li>○ Tides and currents and the ability to use this information</li> <li>○ Customs relating to common signals used at sea, including International Code of signals, alphabetical flags and numeral pennants</li> </ul> </li> <li>• Required skills</li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>○ Inshore navigation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to           <ul style="list-style-type: none"> <li>○ real work group situations</li> <li>○ a motor cruiser</li> <li>○ crew</li> <li>○ sheltered waters with reasonable access to safe anchorages</li> <li>○ food and water resources</li> <li>○ personal flotation device (PFD)</li> <li>○ navigation instruments and charts</li> <li>○ communications equipment</li> <li>○ weather information</li> <li>○ navigation publications</li> </ul> </li> <li>• Human resources - assessment of this 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           <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROYMC004B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the responsibility involved in skippering a motor cruiser, safety considerations and the varied number of conditions and situations, this unit of competency must be assessed over three (3) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to operating a motor cruiser on sheltered waters with reasonable access to safe anchorages</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 acting as a skipper on vessels cruising on sheltered waters with reasonable access to safe anchorages</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding the proposed voyage</li> <li>• <b>Communicating ideas and information</b> - Communicating instructions and information to the crew</li> <li>• <b>Planning and organising activities</b> - Planning resources for trip</li> <li>• <b>Working with teams and others</b> - Working with a crew to accomplish trip</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating directional bearings from charts</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using a Global Positioning System to fix position</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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|------------|------------------------------------------------|
| SROYMC003B | CREW A MOTOR CRUISER IN EXPOSED COASTAL WATERS |
| YMC        | Yachting - Motor cruisers                      |

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

This unit covers the knowledge and skills required to become an effective member of the crew on board a motor cruiser sailing on extended passages in exposed coastal waters.

| ELEMENT                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>1 Apply knowledge of vessel design and maintenance procedures</b> | 1.1 Identify <b>vessel design and construction features</b> in order to determine the factors that affect safety, vessel stability and maintenance requirements<br>1.2 Maintain <b>vessel stability</b> through the implementation of procedures to reduce inadvertent movement of heavy loads and to reduce the amount of free water on decks/bilges and tanks<br>1.3 Apply knowledge of the materials used in hull construction to determine the short and long-term maintenance requirements for particular vessels<br>1.4 Implement general <b>maintenance procedures</b> for a vessel including maintenance of the hull, rudder and stern gear, electrical installations, engine<br>1.5 Identify inherent dangers associated with the conduct of maintenance and source and comply with safety procedures<br>1.6 Apply knowledge of methods to <b>remove vessels from the water</b> and to <b>haul and launch vessels</b> to assist in slipping and launching vessels whilst ensuring vessel protection and safety, personal safety and reducing environmental impact                                                                                                                                                                                                                                                                                                                                                        |
| <b>2 Comply with relevant rules and regulations</b>                  | 2.1 Identify and implement specific <b>requirements for the commercial operations of a vessel</b> in comparison with those that apply to a pleasure craft<br>2.2 Interpret and apply <b>regulations</b> that apply when making coastal passages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>3 Apply safety procedures and precautions</b>                     | 3.1 Identify location of <b>safety equipment</b> on board vessel and demonstrate its correct use and stowage<br>3.2 Identify specific <b>precautions</b> necessary when making a coastal passage in <b>limited visibility</b> and implement specific tasks, as designated by skipper<br>3.3 Implement methods to ensure personal safety in conditions of poor visibility, at night time and during heavy weather in accordance with operating procedures, including the use of life jackets, safety harnesses and lifelines<br>3.4 Demonstrate <b>specific actions for a person-overboard</b> situation to be taken by crew situation in <b>exposed coastal waters</b> in accordance with operating procedures and skipper's directions<br>3.5 Identify firefighting equipment for different types of fires, know its position on the vessel and take measures to ensure that it is correctly stowed<br>3.6 Identify precautions and design factors that can minimise the likelihood of fire at sea on coastal vessels and implement appropriate procedures in the event of cooking fires, fuel fires and electrical fires<br>3.7 Identify options for dealing with <b>major gear failure</b> and implement procedures in accordance with the skipper's instructions<br>3.8 Respond to <b>distress situations</b> in accordance with operating procedures, demonstrate correct care and use of emergency/ <b>safety equipment</b> |
| <b>4 Complete crewing obligations</b>                                | 4.1 Complete watch keeping, as part of a roster, in accordance with skipper's requirements<br>4.2 Complete deck and helm work, seamanship and cooking duties as per roster and the requirements of the current situation, during all conditions, including                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|  | <p>travel at night and during periods of heavy weather</p> <p>4.3 Identify differences between crew organisation on different size vessels, and consequent task allocation, and apply to handling a vessel as part of a team approach</p> <p>4.4 Identify and demonstrate specific tasks associated with getting under way and berthing when using different types of <b>berth</b></p> <p>4.5 Maintain an accurate compass course, under sail and engine power</p> <p>4.6 Operate main and auxiliary engines in accordance with operating procedures and manufacturer's guidelines</p> <p>4.7 Apply knowledge of weather forecasts and wind observations to determine prevailing and future conditions</p> |
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## Range Statements

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

| RANGE STATEMENT               | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Berth</b>                  | [all categories] <ul style="list-style-type: none"> <li>• alongside docks and jetties</li> <li>• pens</li> <li>• mooring buoys</li> <li>• anchors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Distress situations</b>    | [all categories] <ul style="list-style-type: none"> <li>• abandoning ship</li> <li>• helicopter rescue</li> <li>• grounding</li> <li>• refloating</li> <li>• life raft use</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Exposed coastal waters</b> | <ul style="list-style-type: none"> <li>• where shelter may be some distance away (not readily accessible)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Maintenance procedures</b> | [all categories] <ul style="list-style-type: none"> <li>• hull               <ul style="list-style-type: none"> <li>○ surface preparation</li> <li>○ topside painting</li> <li>○ varnishing</li> <li>○ anti-fouling</li> <li>○ dry rot protection</li> <li>○ checks for osmosis, corrosion and borer attack</li> </ul> </li> <li>• rudder and stern gear               <ul style="list-style-type: none"> <li>○ corrosion</li> <li>○ galvanic action</li> <li>○ cathodic protection</li> </ul> </li> <li>• engines               <ul style="list-style-type: none"> <li>○ anode replacement</li> <li>○ tank cleaning</li> <li>○ annual survey and adjustments</li> <li>○ generator</li> <li>○ belts</li> <li>○ fuel pumps</li> </ul> </li> </ul> |
| <b>Major gear failure</b>     | [all categories] <ul style="list-style-type: none"> <li>• loss of               <ul style="list-style-type: none"> <li>○ steering</li> <li>○ propeller</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | <ul style="list-style-type: none"> <li>○ water tight integrity of hull</li> </ul>                                                                                                                                                                                                                                     |
| <b>Precautions for limited visibility</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• safe speed</li> <li>• look out</li> <li>• radar lookout</li> <li>• lights</li> <li>• sound signals</li> <li>• proximity of other vessels</li> </ul>                                                                                                  |
| <b>Regulations</b>                                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• International Regulations for the Prevention of Collisions at Sea</li> <li>• Department of Transport</li> <li>• Port Authorities</li> <li>• Department of Fisheries</li> <li>• Environmental Authorities</li> </ul>                                  |
| <b>Removing vessels from the water and launching vessels</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• travel lifts</li> <li>• slipways</li> <li>• cranes launching ramps</li> </ul>                                                                                                                                                                        |
| <b>Requirements for the commercial operations of a vessel</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• safety</li> <li>• design</li> <li>• construction</li> <li>• manning</li> <li>• passenger comfort</li> <li>• survey</li> <li>• insurance</li> </ul>                                                                                                   |
| <b>Safety equipment</b>                                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal flotation devices (PFD)</li> <li>• harnesses</li> <li>• fire fighting equipment</li> <li>• distress flares and pyrotechnics</li> <li>• Emergency Position Indicating Radio Beacon(EPIRB)</li> <li>• radios</li> <li>• life rafts</li> </ul> |
| <b>Specific actions for person-overboard</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• raise alarm</li> <li>• use of life-saving devices</li> <li>• look out</li> <li>• engine use</li> <li>• heaving lines</li> </ul>                                                                                                                      |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                | <ul style="list-style-type: none"> <li>• flotation devices</li> <li>• recovery methods</li> <li>• patient care, including hypothermia treatment</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>Vessel design and construction features</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• hull, engine spaces, tanks</li> <li>• power generation systems</li> <li>• fuel, water and electrical line systems</li> <li>• pumps and collision bulkheads, hull openings</li> <li>• accommodation and working spaces</li> <li>• deck arrangements, working gear and steering arrangements</li> <li>• methods of maintaining water tight integrity of hull</li> </ul> |
| <b>Vessel stability</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• centre of gravity</li> <li>• centre of effort</li> <li>• centre of buoyancy</li> <li>• displacement</li> <li>• limit of positive stability</li> </ul>                                                                                                                                                                                                                 |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety practices and procedures on board vessels in exposed coastal waters in the workplace</li> <li>• Assessment of performance should be over two (2) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ act as an effective crew member as part of a team to operate a motor cruiser on extended passages in exposed coastal waters</li> <li>○ conduct a minimum of six four-hour night watches</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYMC001B Crew a motor cruiser inshore</li> <li>○ SROYAC001B Comply with maritime rules and regulations</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROOPS003B Apply weather information</li> <li>○ SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SFISHIP209A Operate marine communications equipment</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Principles of stability including                   <ul style="list-style-type: none"> <li>▪ centre of gravity</li> <li>▪ centre of effort</li> <li>▪ centre of buoyancy</li> <li>▪ displacement</li> <li>▪ limit of positive stability</li> </ul> </li> <li>○ Advantages and disadvantages of a range of materials used in hull construction including                   <ul style="list-style-type: none"> <li>▪ timber</li> <li>▪ plywood</li> <li>▪ ferro cement</li> <li>▪ steel</li> <li>▪ aluminium,</li> <li>▪ glass reinforced plastics</li> <li>▪ exotic laminates</li> </ul> </li> <li>○ Nautical terms and nautical regulations</li> <li>○ Practices and etiquette with respect to mooring, flag etiquette, speed observation, environmental impact</li> <li>○ Regulations with respect to carrying and use of safety equipment</li> <li>○ Person overboard procedures</li> <li>○ Sources of weather information and interpretation of forecasts</li> <li>○ Wind indicators</li> <li>○ Rope handling and knots                   <ul style="list-style-type: none"> <li>▪ figure of eight</li> <li>▪ clove hitch</li> <li>▪ rolling hitch</li> <li>▪ bowline</li> </ul> </li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                   | <ul style="list-style-type: none"> <li>▪ round turn and two half hitches</li> <li>○ Operation of engines</li> <li>○ Safe operation of a dinghy as a tender</li> <li>○ Wave formation and methods of predicting dangerous wave conditions</li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Victualling</li> <li>○ Maintenance</li> <li>○ Rope handling</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ a motor cruiser</li> <li>○ other crew</li> <li>○ exposed coastal waters</li> <li>○ food and water resources</li> <li>○ personal protective clothing appropriate to location and conditions</li> <li>○ personal flotation device (PFD)</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROYMC004B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as differences in weather experienced, this unit of competency must be assessed over two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to crewing a motor cruiser in exposed coastal waters</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a recreation activity with a range of real clients. For valid and reliable assessment the recreation activity must be demonstrated whilst acting as crew on motor yachts cruising on extended passages in exposed coastal waters</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on "man overboard" procedures</li> <li>• <b>Communicating ideas and information</b> - Communicating with skipper and other crew members</li> <li>• <b>Planning and organising activities</b> - Planning safe operating practices for getting under way</li> <li>• <b>Working with teams and others</b> - Working with other crew members</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating safe load in tender vessel</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using outboard motor in a tender vessel</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                   |
|------------|---------------------------------------------------|
| SROYMC004B | SKIPPER A MOTOR CRUISER IN EXPOSED COASTAL WATERS |
| YMC        | Yachting - Motor cruisers                         |

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

This unit covers the knowledge and skills required to skipper a motor yacht cruising in exposed coastal waters.

This unit and its co requisites incorporate aspects from the units of competency required for the achievement of a Certificate of Competency as a USL Master Class V/Skipper III.

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Apply knowledge of vessel design and construction features</b> | 1.1 Apply knowledge of vessel design and construction features and the materials used in hull construction to determine short and long-term maintenance requirements<br>1.2 Develop general <b><i>maintenance procedures</i></b> for a vessel and their implementation supervised, including maintenance of the hull, rudder and stern gear and engine<br>1.3 Identify inherent dangers associated with the conduct of maintenance and develop safety procedures<br>1.4 Apply knowledge of methods to <b><i>remove vessels from the water</i></b> and to haul and <b><i>launch vessels</i></b> to assist in slipping and launching vessels whilst ensuring vessel protection and safety, personal safety and reducing environmental impact<br>1.5 Consider factors that affect safety and vessel stability to develop procedures to reduce inadvertent movement of heavy loads and to reduce the amount of free water on decks/bilges and tanks                              |
| <b>2 Plan to undertake a voyage in exposed coastal waters</b>       | 2.1 Identify and arrange equipment requirements for passage including requirements for night travel and periods of heavy weather<br>2.2 Plan passage after consideration of navigation and meteorological information<br>2.3 Prepare checklists and timelines for watch keeping, victualling and other crew responsibilities/duties<br>2.4 Conduct pre-sea checks of engine<br>2.5 Check equipment and stores to ensure correct and adequate stowage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>3 Comply with relevant rules and regulations</b>                 | 3.1 Implement specific <b><i>requirements for the commercial operations of a vessel</i></b> in comparison with those that apply to a pleasure craft<br>3.2 Interpret and apply <b><i>regulations</i></b> that apply when making coastal passages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>4 Apply safety procedures and precautions</b>                    | 4.1 Stow appropriate <b><i>safety equipment</i></b> and train crew in its usage<br>4.2 Develop strategies for responding to periods of heavy weather, including consideration of comfort and safety of crew<br>4.3 Implement specific <b><i>precautions</i></b> necessary when making a coastal passage in <b><i>limited visibility</i></b> after designation of specific tasks to crew<br>4.4 Implement methods to ensure the personal safety of crew in conditions of poor visibility, at night time and during heavy weather in accordance with operating procedures, including the use of life jackets, safety harnesses and lifelines<br>4.5 Develop and document emergency procedures to be undertaken in the event of major damage to hull or equipment, or injury to crew<br>4.6 Develop a priority procedure for <b><i>specific actions</i></b> to be taken by crew for a person - overboard situation in coastal waters for a <b><i>range of conditions</i></b> in |

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <p><b><i>exposed coastal waters</i></b></p> <p>4.7 Identify precautions and design factors that can minimise the likelihood of fire at sea on coastal vessels and develop and implement appropriate procedures in the event of cooking fires, fuel fires and electrical fires</p> <p>4.8 Identify contingency plans in the event of <b><i>major gear failure</i></b> or injury to crew and implement relevant procedures</p> <p>4.9 Design a procedures model to deal with <b><i>distress situations</i></b></p> <p>4.10 Train crew in the appropriate response in emergencies, based on the developed strategies, contingency plans and emergency procedures</p>                                                                                                                                                |
| <b>5 Manage crew during passages on exposed coastal waters</b> | <p>5.1 Analyse a range of <b><i>watch keeping</i></b> systems and use the most suitable option for the situation</p> <p>5.2 Prepare and implement plans for the delegation of <b><i>responsibilities and duties</i></b> of each member of the crew</p> <p>5.3 Identify crew strength and weaknesses in order to optimise performance and efficiency and organise crew in a manner to utilise identified <b><i>skills</i></b></p> <p>5.4 Apply knowledge of group dynamics, interpersonal skills and appropriate strategies to develop and maintain a sense of cohesiveness amongst the crew and support for instructions/orders</p> <p>5.5 Recognise potential for conflict during extended passages and identify and respond to signs of conflict in order to maintain the crew's ability to work as a team</p> |

## Range Statements

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

| RANGE STATEMENT                           | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Distress situations</b>                | [all categories] <ul style="list-style-type: none"> <li>• abandoning ship</li> <li>• helicopter rescue</li> <li>• grounding</li> <li>• refloating</li> <li>• life raft use</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Exposed coastal waters</b>             | <ul style="list-style-type: none"> <li>• where shelter may be some distance away (not readily accessible)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Maintenance procedures</b>             | [all categories] <ul style="list-style-type: none"> <li>• hull               <ul style="list-style-type: none"> <li>○ surface preparation</li> <li>○ topside painting</li> <li>○ varnishing</li> <li>○ anti-fouling</li> <li>○ dry rot protection</li> <li>○ checks for osmosis, corrosion and borer attack</li> </ul> </li> <li>• rudder and stern gear               <ul style="list-style-type: none"> <li>○ corrosion</li> <li>○ galvanic action</li> <li>○ cathodic protection</li> </ul> </li> <li>• ropes</li> <li>• electrical installations</li> <li>• engines               <ul style="list-style-type: none"> <li>○ anode replacement</li> <li>○ tank cleaning</li> <li>○ annual survey and adjustments</li> <li>○ generator</li> <li>○ belts</li> <li>○ fuel pumps</li> </ul> </li> </ul> |
| <b>Major gear failure</b>                 | [all categories] <ul style="list-style-type: none"> <li>• loss of               <ul style="list-style-type: none"> <li>○ steering</li> <li>○ propeller</li> <li>○ water tight integrity of hull</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Precautions for limited visibility</b> | [all categories] <ul style="list-style-type: none"> <li>• safe speed</li> <li>• look out</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                               |                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | <ul style="list-style-type: none"> <li>• radar lookout</li> <li>• lights</li> <li>• sound signals</li> <li>• proximity of other vessels</li> </ul>                                                                                                                                                        |
| <b>Range of conditions</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• night</li> <li>• poor visibility</li> <li>• adverse weather</li> <li>• varying crew sizes</li> </ul>                                                                                                                                     |
| <b>Regulations</b>                                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• International Regulations for the Prevention of Collisions at Sea</li> <li>• Department of Transport</li> <li>• Port Authorities</li> <li>• Department of Fisheries</li> <li>• Environmental Authorities</li> </ul>                      |
| <b>Removing vessels from the water and launching vessels</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• travel lifts</li> <li>• slipways</li> <li>• cranes launching ramps</li> </ul>                                                                                                                                                            |
| <b>Requirements for the commercial operations of a vessel</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• include the areas of             <ul style="list-style-type: none"> <li>○ safety</li> <li>○ design</li> <li>○ construction</li> <li>○ manning</li> <li>○ passenger comfort</li> <li>○ survey</li> <li>○ insurance</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of occupational health and safety requirements and relevant regulations when operating motor cruisers in coastal waters in the workplace</li> <li>• Assessment of performance should be over three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ act as a competent skipper on exposed coastal waters, ensuring crew and, where relevant, passenger safety</li> <li>○ act as skipper or watch leader</li> <li>○ skipper a vessel on a minimum of six four - hour night passages</li> <li>○ skipper a vessel in a variety of weather conditions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYMC002B Skipper a motor cruiser inshore</li> <li>○ SROYMC003B Crew a motor cruiser in exposed coastal waters</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SFISHIP403A Monitor and control search and rescue operations</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Other units comprising the USL Coastal Master Class V/Skipper III Certificate of Competency</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Principles of stability including                   <ul style="list-style-type: none"> <li>▪ centre of gravity</li> <li>▪ centre of effort</li> <li>▪ centre of buoyancy</li> <li>▪ displacement</li> <li>▪ limit of positive stability</li> </ul> </li> <li>○ Advantages and disadvantages of a range of materials used in hull construction including                   <ul style="list-style-type: none"> <li>▪ timber</li> <li>▪ plywood</li> <li>▪ ferro cement</li> <li>▪ steel</li> <li>▪ aluminium</li> <li>▪ glass reinforced plastic</li> <li>▪ exotic laminates</li> </ul> </li> <li>○ Nautical terms</li> <li>○ Nautical regulations</li> <li>○ Sailing practices and etiquette with respect to mooring, flag etiquette, speed observation, environmental impact</li> <li>○ Regulations with respect to carrying and use of safety equipment</li> <li>○ Person overboard procedures</li> <li>○ Sources of weather information and interpretation of forecasts</li> <li>○ Wind indicators</li> <li>○ Rope handling and knots                   <ul style="list-style-type: none"> <li>▪ figure of eight</li> <li>▪ clove hitch</li> </ul> </li> </ul> </li> </ul> |



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|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>▪ rolling hitch</li> <li>▪ bowline</li> <li>▪ round turn and two half hitches</li> <li>○ Operation of engines</li> <li>○ Safe operation of a dinghy as a tender</li> <li>○ Wave formation and methods of predicting dangerous wave conditions</li> <li>○ Sources of information on tides and currents</li> <li>○ Use and interpretation of Morse codes</li> <li>○ Coastal navigation</li> <li>○ Basic engineering, diesel engine operations and Maritime auxiliary equipment systems</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Interpersonal skills to deal with crew on extended passages</li> <li>○ Conflict resolution</li> <li>○ Problem solving and contingency planning</li> <li>○ Ability to use knowledge of weather, tides and current to plot and maintain a course</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a motor cruiser</li> <li>○ crew</li> <li>○ exposed coastal waters</li> <li>○ food and water requirements</li> <li>○ navigation instruments and charts</li> <li>○ communications equipment</li> <li>○ weather information</li> <li>○ navigation publications</li> <li>○ personal protective clothing appropriate to location and conditions</li> <li>○ personal floatation device (PFD)</li> <li>○ real work group situations</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROYMC005B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the diverse range of possible weather scenarios, this unit of competency must be assessed over three (3) different occasions over a range of weather and sea conditions, navigation situations and with different crew during both day and night sailing. (It is expected that over this period of time the skipper would experience sailing in all weather conditions, including heavy weather, although passages should not deliberately be arranged in heavy weather for assessment purposes) in order to ensure consistency of performance over the Range Statements and contexts applicable to skippering a motor cruiser in</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | exposed coastal waters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• This unit of competency must be assessed in the context of a recreation activity with a range of real clients. For valid and reliable assessment the recreation activity must be demonstrated whilst acting as skipper on coastal passages in a motor cruiser and the clients real or simulated</li><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding the proposed voyage</li> <li>• <b>Communicating ideas and information</b> - Communicating instructions and information to the crew</li> <li>• <b>Planning and organising activities</b> - Planning resources for trip</li> <li>• <b>Working with teams and others</b> - Working with a crew to accomplish trip</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating directional bearings from charts</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using a Global Positioning System to fix position</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                         |
|------------|-----------------------------------------|
| SROYMC005B | SKIPPER A MOTOR CRUISER IN OCEAN WATERS |
| YMC        | Yachting - Motor cruisers               |

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

This unit covers the knowledge and skills required to skipper a motor yacht cruising in open waters for extended periods of time.

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan to undertake a voyage in open waters</b>             | 1.1 Identify and arrange <b>equipment</b> requirements for the passage, including equipment for periods of heavy weather and night travel<br>1.2 Plan passage after consideration of navigation and meteorological information<br>1.3 Prepare checklists and timelines for watch keeping, victualling and other crew responsibilities/duties<br>1.4 Conduct pre-sea checks of engine<br>1.5 Check equipment and stores to ensure correct and adequate stowage                                                                                                                                                                                       |
| <b>2 Prepare for extended periods of heavy weather</b>         | 2.1 Develop strategies for responding to extended periods of heavy weather, including consideration of comfort and safety of crew<br>2.2 Identify contingency plans in the event of damage to hull or equipment or injury to crew<br>2.3 Develop and document emergency procedures to be undertaken in the event of major damage to hull or equipment, or injury to crew<br>2.4 Train crew in the appropriate response in emergencies, based on the developed strategies, contingency plans and emergency procedures                                                                                                                                |
| <b>3 Manage crew during an extended passage on open waters</b> | 3.1 Prepare and implement plans for the delegation of responsibilities and duties of each member of the crew<br>3.2 Identify crew strength and weaknesses in order to optimise performance and efficiency and organise crew in a manner to utilise identified <b>skills</b><br>3.3 Apply knowledge of group dynamics, interpersonal skills and appropriate strategies to develop and maintain a sense of cohesiveness amongst the crew and support for instructions/orders<br>3.4 Recognise potential for conflict during extended passages and identify and respond to signs of conflict in order to maintain the crew's ability to work as a team |
| <b>4 Comply with port entry requirements</b>                   | 4.1 Source <b>information</b> on requirements and procedures that must be complied with <b>when entering foreign ports</b><br>4.2 Demonstrate correct communications with port authorities during final approach to foreign ports                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Range Statements

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

| RANGE STATEMENT                               | CATEGORIES                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>                              | [all categories] <ul style="list-style-type: none"> <li>• personal equipment</li> <li>• safety equipment</li> <li>• food and water</li> </ul>                                                                                                                                 |
| <b>Information for entering foreign ports</b> | [all categories] <ul style="list-style-type: none"> <li>• visa requirements</li> <li>• immigration laws</li> <li>• currency regulations</li> <li>• quarantine and health requirements</li> <li>• customs and excise</li> <li>• locally acceptable social behaviour</li> </ul> |
| <b>Skills</b>                                 | [all categories] <ul style="list-style-type: none"> <li>• helm</li> <li>• navigation</li> <li>• deck work</li> <li>• seamanship skills</li> <li>• victualling and food preparation</li> <li>• first aid</li> </ul>                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety practices and supervision of crew practices and procedures on board motor cruisers in the workplace</li> <li>• Assessment of performance should be over three (3) different occasions covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ act as a competent skipper in ocean waters, ensuring crew and, where relevant, passenger safety</li> <li>○ act as skipper or watch leader</li> <li>○ skipper a vessel on a variety of voyages, including a 200 nautical mile voyage over 50 miles offshore</li> <li>○ skipper a vessel in a variety of weather conditions, including periods of heavy weather</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYMC004B Skipper a motor cruiser in exposed coastal waters</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Entry requirement for foreign ports</li> <li>○ Principles of celestial navigation techniques</li> <li>○ Use and care of a sextant</li> <li>○ Measurement of time as used in navigational practice</li> <li>○ In-depth knowledge of tides and currents</li> <li>○ Interpretation of weather signs in the field</li> <li>○ Safety procedures on board motor cruisers in periods of heavy weather</li> <li>○ Person overboard procedures and rescue procedures</li> <li>○ Regulations with respect to carrying and use of safety equipment</li> <li>○ Sources of weather information and interpretation of forecasts</li> <li>○ Wind indicators</li> <li>○ Rope handling and knots</li> <li>○ Operation of engines</li> <li>○ Safe operation of a dinghy as a tender</li> <li>○ Wave formation and methods of predicting dangerous wave conditions</li> <li>○ Maintenance requirements and procedures</li> <li>○ Basic engineering, diesel engine operations and Maritime auxiliary equipment systems</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Interpersonal skills to deal with crew on extended passages</li> <li>○ Conflict resolution</li> <li>○ Problem solving and contingency planning</li> <li>○ Celestial navigation</li> </ul> </li> </ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                   | <ul style="list-style-type: none"> <li>○ Weather interpretation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ a motor cruiser</li> <li>○ crew</li> <li>○ areas of ocean</li> <li>○ food and water resources</li> <li>○ communications equipment</li> <li>○ personal protective clothing appropriate to location and conditions</li> <li>○ navigation instruments and charts</li> <li>○ navigation publications</li> <li>○ personal flotation device (PFD)</li> <li>○ real work group situations</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the wide range of weather and sea conditions that may be encountered, this unit of competency must be assessed over three (3) different occasions in order to ensure consistency of performance over a range of weather and sea conditions in different navigation situations with different crew during both day and night sailing. (It is expected that over this period of time the skipper would experience sailing in all weather conditions, including heavy weather, although passages should not deliberately be arranged in heavy weather purely for assessment purposes) applicable to skippering a motor cruiser in ocean waters</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a recreation activity with a range of real clients. For valid and reliable assessment the recreation activity must be demonstrated whilst acting as skipper on ocean passages and the clients be real</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding the proposed voyage</li> <li>• <b>Communicating ideas and information</b> - Communicating instructions and information to the crew</li> <li>• <b>Planning and organising activities</b> - Planning resources for trip</li> <li>• <b>Working with teams and others</b> - Working with a crew to accomplish trip</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating directional bearings from charts</li> <li>• <b>Solving problems</b> - Dealing with malfunctioning equipment</li> <li>• <b>Using technology</b> - Using a Global Positioning System to fix position</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                             |
|------------|---------------------------------------------|
| SROYMC006A | INSTRUCT YACHTING (MOTOR CRUISER - INSHORE) |
|            |                                             |
| YMC        | Yachting - Motor cruisers                   |

**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 sail yachts (motor cruisers) inshore.

| ELEMENT                                                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Plan an instructional session for teaching yachting skills (motor cruiser - inshore)</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach yachting skills (motor cruiser - inshore)</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional yachting session (motor cruiser - inshore)</b>                    | 3.1 Communicate the aims of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Conduct an instructional yachting session (motor cruiser - inshore)</b>                      | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities<br>4.2 Monitor individual client's performance in instructional activities<br>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment<br>4.4 Ensure instructional activity allows for repetition of skills<br>4.5 Evaluate instructional activities for effectiveness and implement modifications when required                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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

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|                                                                    | 8.6 Provide opportunities for additional practice, where required                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>9<br/>Communicate further yachting knowledge</b>                | 9.1 Inform clients of locations, suitable to their skill level, for participating in yachting (motor cruising - inshore)<br>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>9.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>10 Conclude and evaluate the yachting instructional session</b> | 10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion<br>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor<br>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<br>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning<br>10.5 Determine modifications to activities and delivery method(s), based on evaluations<br>10.6 Evaluate the suitability of <b>other related factors</b> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• motor cruiser</li> <li>• navigation equipment</li> <li>• Personal Flotation Device (PFD)</li> <li>• food and water resources</li> <li>• safety equipment including First Aid kits</li> <li>• repair equipment</li> <li>• yachting - Motor cruisers specific equipment</li> <li>• rescue equipment</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ environmental hazards</li> <li>○ rocks</li> <li>○ other craft</li> <li>○ waves</li> <li>○ manmade objects</li> </ul> </li> </ul>                                                                                                                        |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                         |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable body of water for teaching of unit(s)</li> </ul> </li> </ul>                                                                                          |
| <b>Sequence</b>              | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> </ul> </li> </ul>                                                                                                                                                                                   |

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|  | <ul style="list-style-type: none"><li>○ chronological</li><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a yachting (motor cruising - inshore) instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 yachting skills in motor cruising on inshore conditions</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate yachting (motor cruiser inshore) techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for yachting (motor cruiser inshore)</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>▪ SROYMC002B Skipper a motor cruiser inshore</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of yachting (motor cruiser inshore), eg, occupational health and safety, land and water management authorities, local government</li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> <li>○ Safety procedures during the conduct or instruction of yachting (motor cruiser inshore) skills</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                   | <ul style="list-style-type: none"> <li>Required skills               <ul style="list-style-type: none"> <li>Rescue competencies to effectively deal with emergencies whilst instructing yachting (motor cruiser inshore)</li> <li>Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>Yachting (motor cruiser inshore) skills to demonstrate and correct technique</li> <li>Weather interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>suitable locations (indoor and/or outdoor) for the conduct of yachting (motor cruiser inshore) instructional sessions</li> <li>motor cruising equipment, eg, motor cruiser, Personal Flotation Device (PFD))</li> <li>suitable personal clothing</li> <li>first aid kit</li> <li>rescue equipment</li> <li>navigational equipment</li> <li>communications equipment</li> <li>instructional tools may include                   <ul style="list-style-type: none"> <li>video</li> <li>television</li> <li>whiteboard</li> <li>handouts</li> </ul> </li> <li>food and water resources</li> <li>client groups</li> </ul> </li> <li>Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>be competent in this unit but preferably be competent in the unit at the level above, i.e., SROYMC007A</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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 yachting (motor cruiser inshore) skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment this unit of competency must be assessed in the context of a yachting (motor cruiser inshore) activity with a range of clients (not peers)</li> <li>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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  | <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills (eg, clock face)</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROYMC007A | INSTRUCT YACHTING (MOTOR CRUISER - OFFSHORE) |
| YMC        | Yachting - Motor cruisers                    |

**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 sail yachts (motor cruisers) offshore.

| ELEMENT                                                                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1 Plan an instructional session for teaching yachting skills (motor cruiser - offshore)</b>     | 1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session<br>1.2 Select a suitable site for the instructional session, based on an assessment of client needs, <b>hazards</b> , abilities and session aims<br>1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process<br>1.4 Determine a suitable <b>sequence</b> of instruction<br>1.5 Access resources to conduct instructional activities, games and drills<br>1.6 Provide relevant pre-activity information to clients<br>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<br>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 |
| <b>2 Select appropriate resources required to teach yachting skills (motor cruiser - offshore)</b> | 2.1 Select and access <b>equipment</b> and <b>other resources</b> suitable for the instructional objectives<br>2.2 Select, fit and adjust <b>equipment</b> (where appropriate) to suit the needs of individual clients<br>2.3 Check all <b>equipment</b> 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<br>2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity<br>2.5 Arrange, where required, protective and/or safety clothing for each client                                                                                                                                                                                                                                                                                                                                              |
| <b>3 Introduce an instructional yachting session (motor cruiser - offshore)</b>                    | 3.1 Communicate the aims of the instructional session to the clients<br>3.2 Encourage clients to seek clarification, information and feedback<br>3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session<br>3.4 Define activity boundaries/training area and/or clearly outline to the clients<br>3.5 Check clothing and footwear of clients for suitability to the session<br>3.6 Provide information on <b>equipment</b> selection, fitting or use where relevant to the instructional session's aims                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Conduct an instructional yachting session (motor cruiser - offshore)</b>                      | 4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities<br>4.2 Monitor individual client's performance in instructional activities<br>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment<br>4.4 Ensure instructional activity allows for repetition of skills<br>4.5 Evaluate instructional activities for effectiveness and implement modifications when required                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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

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|                                                                    | 8.6 Provide opportunities for additional practice, where required                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>9 Communicate further yachting knowledge</b>                    | 9.1 Inform clients of locations, suitable to their skill level, for participating in yachting (motor cruising - offshore)<br>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice<br>9.3 Inform clients of opportunities to further develop their personal skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>10 Conclude and evaluate the yachting instructional session</b> | 10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion<br>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor<br>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<br>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning<br>10.5 Determine modifications to activities and delivery method(s), based on evaluations<br>10.6 Evaluate the suitability of <b>other related factors</b> |

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| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• motor cruiser</li> <li>• navigation equipment</li> <li>• Personal Flotation Device (PFD)</li> <li>• food and water resources</li> <li>• safety equipment including First Aid kits</li> <li>• repair equipment</li> <li>• yachting (motor cruiser) specific equipment</li> <li>• rescue equipment</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ environmental hazards</li> <li>○ rocks</li> <li>○ other craft</li> <li>○ waves</li> <li>○ manmade objects</li> </ul> </li> </ul>                                                                                                                       |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                                                        |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable body of water for teaching of unit(s)</li> </ul> </li> </ul>                                                                                         |
| <b>Sequence</b>              | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> </ul> </li> </ul>                                                                                                                                                         |

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|  | <ul style="list-style-type: none"><li>○ known to unknown</li><li>○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A. (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a yachting (motor cruising - offshore) instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>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 yachting skills in motor cruising on offshore conditions</li> <li>Assessment must confirm the ability to apply this knowledge and appropriate technique to               <ul style="list-style-type: none"> <li>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</li> <li>demonstrate yachting (motor cruiser offshore) techniques or skills accurately</li> <li>establish a positive learning environment</li> <li>recognise different client abilities and teach to suit individual needs</li> <li>provide constructive feedback which enhances the client's learning</li> <li>provide instruction in required knowledge and skills for yachting (motor cruiser offshore)</li> <li>apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>BSZ404A Train small groups</li> <li>The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                   <ul style="list-style-type: none"> <li>SROYMC004B Skipper a motor cruiser in exposed coastal waters</li> </ul> </li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Of activity location and its suitability for the conduct of the instructional session</li> <li>Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>Relevant legislation impacting upon the instruction or conduct of yachting (motor cruiser offshore), eg, occupational health and safety, land and water management authorities, local government)</li> <li>Theories of instruction applicable to a range of ages and learning abilities</li> <li>Client abilities and needs, in order to adapt the instructional session</li> <li>Safety procedures during the conduct or instruction of yachting</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>(motor cruiser offshore) skills</p> <ul style="list-style-type: none"> <li>Required skills <ul style="list-style-type: none"> <li>Rescue competencies to effectively deal with emergencies whilst instructing yachting (motor cruiser offshore)</li> <li>Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>Yachting (motor cruiser offshore) skills to demonstrate and correct technique</li> <li>Weather interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>suitable locations (indoor and/or outdoor) for the conduct of yachting (motor cruiser offshore) instructional sessions</li> <li>motor cruising equipment, eg, motor cruiser, Personal Flotation Device (PFD)</li> <li>suitable personal clothing</li> <li>first aid kit</li> <li>rescue equipment</li> <li>navigational equipment</li> <li>communications equipment</li> <li>instructional tools may include <ul style="list-style-type: none"> <li>video</li> <li>television</li> <li>whiteboard</li> <li>handouts</li> </ul> </li> <li>food and water resources</li> <li>client groups</li> </ul> </li> <li>Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>be competent in this unit</li> <li>be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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 yachting (motor cruiser offshore) skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>For valid and reliable assessment this unit of competency must be assessed in the context of a yachting (motor cruiser offshore) activity with a range of clients (not peers)</li> <li>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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• 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</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

## **YACHTING – WINDSURFING**



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|            |                                                                     |
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| SROYSA001B | USE A SAILBOARD IN CONTROLLED CONDITIONS DEMONSTRATING BASIC SKILLS |
| YSA        | Yachting - Windsurfing                                              |

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

This unit covers the knowledge and skills to launch, land and sail a sailboard in light winds (min 3 knots) in enclosed waters and steer on all points of sail, tacking and gybing as required, execute a full self rescue and understand safety issues.

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select equipment and prepare for participation</b> | 1.1 Source information on weather and wind conditions to enable selection of a location to suit personal skills level<br>1.2 Select clothing suitable for the prevailing and expected conditions<br>1.3 Correctly load and attach, where relevant, rig and board to vehicle for transport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>2 Rig a sailboard</b>                                | 2.1 Identify <b>main parts of the board</b> and <b>main parts of the rig</b><br>2.2 Select sail size appropriate for personal use<br>2.3 Demonstrate rigging of the sailboard, using correct tensions, boom heights and adjustments and tying off loose ends<br>2.4 Carry the rig and board to the launch site separately in a manner to minimise damage and then attached ready for sailing                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>3 Launch and land a sailboard</b>                    | 3.1 Determine <b>wind direction</b> to enable easy launching<br>3.2 Maintain stability whilst the sailboard is launched and landed efficiently in <b>controlled conditions</b><br>3.3 Adopt correct position on the board, with one foot on either side of the mast, evenly spaced and on the centre line<br>3.4 Uphaul the sailboard using a straight back and bent knees<br>3.5 Maintain a stable neutral position                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Use basic skills to manoeuvre the sailboard</b>    | 4.1 Identify and apply common <b>wind terminology</b> , to determine the sailing directions, based on current wind direction<br>4.2 Demonstrate moving off on a beam reach (right angles to the wind) by using the crossover technique and the correct stance<br>4.3 Control power by easing the sheet hand<br>4.4 Steer the sailboard by leaning the rig forward over the bow (downwind turn) and backward over the stern (upwind turn) aft in order to turn<br>4.5 Achieve an upwind goal by using tacking and close hauling<br>4.6 Use gybing and broad reaching or running to return downwind<br>4.7 Use knowledge of sailing theory and the combination of above techniques to manoeuvre the sailboard around a triangular course using all <b>basic skills to points of sail</b><br>4.8 Perform emergency stops to avoid collision |
| <b>5 Maintain safety of self and others</b>             | 5.1 Wear and use safety <b>equipment</b> in accordance with state/territory legislation and weather and light conditions<br>5.2 Demonstrate compliance with all relevant <b>"Rules of the Road"</b><br>5.3 Use sailboard within designated/defined areas<br>5.4 Implement strategies to avoid head injury when falling to windward<br>5.5 Identify <b>reasons for self-rescue</b> and complete a full self rescue<br>5.6 Identify <b>alternate rescue strategies</b> if self rescue fails                                                                                                                                                                                                                                                                                                                                                |

|                                                    |                                                                                                                                                                |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6 Maintain and repair windsurfing equipment</b> | <b>6.1</b> Return sailboard to storage area or vehicle and stow in a manner to minimise damage<br><b>6.2</b> Identify routine inspection and maintenance tasks |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Range Statements

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

| RANGE STATEMENT                       | CATEGORIES                                                                                                                                                                                                                                                                                             |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Alternate rescue strategies</b>    | [all categories] <ul style="list-style-type: none"> <li>• use of International distress signals</li> <li>• tying off to a mooring buoy</li> </ul>                                                                                                                                                      |
| <b>Basic skills to Manoeuvres</b>     | [all categories] <ul style="list-style-type: none"> <li>• tacking</li> <li>• gybing</li> <li>• leaning the rig fore and aft (luffing up and bearing away)</li> </ul>                                                                                                                                   |
| <b>Basic skills to Points of sail</b> | [all categories] <ul style="list-style-type: none"> <li>• beam reach</li> <li>• close hauled</li> <li>• broad reach</li> <li>• run</li> <li>• no go zone</li> <li>• the difference between port and starboard tack</li> </ul>                                                                          |
| <b>Controlled conditions</b>          | [all categories] <ul style="list-style-type: none"> <li>• include situations where there are               <ul style="list-style-type: none"> <li>○ light winds (less than 12 knots) but greater than 3 knots</li> <li>○ enclosed waters</li> <li>○ wave height minimal to none</li> </ul> </li> </ul> |
| <b>Correct launching procedure</b>    | <ul style="list-style-type: none"> <li>• bow under one arm, uphaul rope in other hand ; walk to knee deep water before putting down</li> </ul>                                                                                                                                                         |
| <b>Equipment</b>                      | [all categories] <ul style="list-style-type: none"> <li>• wetsuits</li> <li>• boots</li> <li>• gloves</li> <li>• hats</li> <li>• Personal Flotation Devices(PFD)</li> <li>• all - rounder boards</li> <li>• suitable learner sails</li> </ul>                                                          |
| <b>Main parts of the board</b>        | [all categories]                                                                                                                                                                                                                                                                                       |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• bow</li> <li>• stern</li> <li>• rails</li> <li>• deck</li> <li>• fin</li> <li>• centreboard</li> <li>• footstraps</li> <li>• mast track fitting</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>Main parts of the rig</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sail, mast, boom, uphaul, mast base</li> <li>• parts of the sail <ul style="list-style-type: none"> <li>○ mast sleeve</li> <li>○ window</li> <li>○ boom slot</li> <li>○ battens</li> <li>○ head</li> <li>○ foot</li> <li>○ leech</li> <li>○ luff</li> <li>○ clew</li> </ul> </li> <li>• parts of the mast base <ul style="list-style-type: none"> <li>○ universal joint</li> <li>○ connecting pin</li> <li>○ downhaul rope</li> </ul> </li> </ul> |
| <b>Reasons for self rescue</b> | <p>[one category]</p> <ul style="list-style-type: none"> <li>• lack of wind</li> <li>• too much wind (usually offshore)</li> <li>• breakage of equipment</li> <li>• injury</li> </ul>                                                                                                                                                                                                                                                                                                                              |
| <b>Rules of the road</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• avoid collisions at all costs</li> <li>• starboard tack has right of way over port tack</li> <li>• sailing craft have right of way over motored craft</li> </ul>                                                                                                                                                                                                                                                                                  |
| <b>Wind direction</b>          | <p>[four categories]</p> <ul style="list-style-type: none"> <li>• may be determined by <ul style="list-style-type: none"> <li>○ flags</li> <li>○ smoke</li> <li>○ ripples on the water</li> <li>○ moored boats</li> <li>○ wind on the face</li> <li>○ sail once uphauled</li> </ul> </li> </ul>                                                                                                                                                                                                                    |
| <b>Wind terminology</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• back to the wind</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |

|  |                                                                                                                                                |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• upwind</li><li>• downwind</li><li>• across wind</li><li>• near or into the wind (no go zone)</li></ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of sailing theory and sailing conditions to perform basic manoeuvres</li> <li>Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to manoeuvre on a learner's board on enclosed waters in at least 3 knots of wind, demonstrating the ability to               <ul style="list-style-type: none"> <li>apply knowledge to select equipment for personal use as well as to care, maintain and transport equipment appropriately</li> <li>prepare and launch the sailboard</li> <li>sail a small triangular course</li> <li>control and complete a full self rescue</li> <li>observe basic rules and safety</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                          |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS001B Implement minimal environmental impact practices</li> <li>SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROYAC001B Comply with maritime rules and regulations</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Types of all rounder boards and rigs, sizes and suitability</li> <li>Types of Personal Flotation Devices (Type 1, 2 and 3) and situations where each is applicable</li> <li>Types, uses and capabilities of wetsuits and drysuits</li> <li>Other necessary equipment, eg, boots, gloves, hats</li> <li>Parts of a sailboard for ease of identification</li> <li>Equipment maintenance and transport</li> <li>Sailing terminology, eg, upwind, downwind, across the wind</li> <li>The main points of sailing and sail positions</li> <li>The 'no go zone' and how to get upwind</li> <li>Sources of information on tides and winds</li> <li>Locations for windsurfing</li> <li>Effects of on/cross/off - shore winds on a sailing area</li> <li>Effects of moving water, eg, tides, currents, rips and rivers</li> <li>Beaufort wind scale and personal limitations</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Steering, luffing up and bearing away</li> <li>Tacking and gybing</li> <li>Balance on an all-rounder board</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>a suitable location and conditions (enclosed water, light winds)</li> <li>a learner's board with a sail of appropriate size</li> <li>safety equipment, eg, Personal Flotation Device</li> <li>personal clothing</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>▪ wetsuit</li> <li>▪ drysuit</li> <li>▪ gloves</li> <li>▪ hat</li> <li>▪ boots</li> </ul> <ul style="list-style-type: none"> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in the unit SROYSA002B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating all the required skills in the specified weather conditions this unit must be assessed over a minimum of a minimum of two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For reliable and accurate assessment this unit must be assessed whilst participating in a windsurfing activity in the specified conditions</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |

| KEY COMPETENCIES                        |                                 |                            |                             |                                     |                |                |
|-----------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1                                       | -                               | 1                          | -                           | 1                                   | 1              | 1              |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

1. Use routine approaches
  2. Select from routine approaches
  3. Establish new approaches
- **Collecting, analysing and organising information** - Collecting information regarding wind/weather conditions
  - **Communicating ideas and information** - Not applicable
  - **Planning and organising activities** - Planning equipment and clothing to use
  - **Working with teams and others** - Not applicable
  - **Using mathematical ideas and techniques** - Calculating angles to sail relative to the wind
  - **Solving problems** - Dealing with changes in wind strength and direction
  - **Using technology** - Using a drysuit for warmth

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

|            |                                                          |
|------------|----------------------------------------------------------|
| SROYSA002B | APPLY ENHANCED WINDSURFING SKILLS IN MODERATE CONDITIONS |
| YSA        | Yachting - Windsurfing                                   |

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

This unit covers the knowledge and skills to launch, land and a sailboard (greater than 320cm long with a battened sail) in moderate winds (greater than 8 knots but less than 15 knots) and steer on all points of sail, tacking and gybing as required. This unit fine-tunes and enhances skills, improving efficiency and response to wind gusts and other variables. Self rescue in moderate winds and an understanding of relevant safety issues is expected.

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select equipment and prepare for participation</b> | 1.1 Identify the relationship between volume and body weight and the limitations of different boards and select a suitable sailboard hull<br>1.2 Use information on weather, wind and tides to determine sailing conditions and select a sail of suitable size<br>1.3 Select clothing suitable for the prevailing and expected conditions<br>1.4 Load rig and board, where relevant, and attached to vehicle for transport                                                                                                                                                                                                                                           |
| <b>2 Rig a sailboard</b>                                | 2.1 Rig the sailboard using correct adjustments of boom and head extensions for personal use in the prevailing conditions<br>2.2 Fine tune the rig using downhaul, outhaul and battens<br>2.3 Tie <b>knots</b> which are useful in the activity of windsurfing, and describe their advantages, disadvantages and applications<br>2.4 Identify the names of all parts of the sail                                                                                                                                                                                                                                                                                     |
| <b>3 Launch and land a sailboard</b>                    | 3.1 Launch and land the sailboard to and from the beach with rig and board connected, and by lifting stern<br>3.2 Demonstrate uphauling in shallow water and putting centreboard down and up whilst sailing<br>3.3 Use knowledge of prevailing conditions to leave and return to shore on the most advantageous tack                                                                                                                                                                                                                                                                                                                                                 |
| <b>4 Use enhanced skills to manoeuvre the sailboard</b> | 4.1 Use body weight and rig to steer the sailboard efficiently<br>4.2 Demonstrate appropriate stance of <b>enhanced skills all points of sail</b> and <b>during manoeuvres</b> allowing response to wind gusts<br>4.3 Adjust centre-board position as required to improve stability<br>4.4 Improve speed through correct sail and board trim<br>4.5 Improve gybing, <b>freestyle tricks</b> and tacking from close haul by using body weight and rig<br>4.6 Use knowledge of sailing theory and a combination of above techniques to manoeuvre around a triangular course with confidence<br>4.7 Perform turning and emergency stops effectively in restricted areas |
| <b>5 Maintain safety of self and others</b>             | 5.1 Wear and use safety <b>equipment</b> in accordance with state and or territory legislation, and weather and light or <b>moderate conditions</b><br>5.2 Demonstrate compliance with all relevant "Rules of the Road"<br>5.3 Use sailboard within designated/defined areas<br>5.4 Complete a competent self rescue in ten <b>knots</b> or more<br>5.5 Demonstrate efficient rescue and towing of another sailor and board upwind<br>5.6 Demonstrate adequate preparation of self, rig and sailboard to allow towing by another sailboard and by a boat<br>5.7 Carry essential <b>spares</b> and apply alternate strategies if self rescue fails                    |

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| <b>6 Maintain and repair windsurfing equipment</b> | <ul style="list-style-type: none"><li>6.1 Return sailboard to storage area or vehicle and stow in a manner to minimise damage</li><li>6.2 Identify routine inspection and maintenance tasks</li></ul> |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Range Statements

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

| RANGE STATEMENT                                                    | CATEGORIES                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enhanced skills on all points of sail and during manoeuvres</b> | [all categories] <ul style="list-style-type: none"> <li>include the use of               <ul style="list-style-type: none"> <li>body weight and rig</li> <li>adjustment of centre-board position</li> <li>improved stance</li> <li>improved sail and board trim</li> <li>signs to recognise gusts, currents, rips and tidal effects</li> </ul> </li> </ul> |
| <b>Equipment</b>                                                   | [all categories] <ul style="list-style-type: none"> <li>wetsuits</li> <li>boots</li> <li>gloves</li> <li>hats</li> <li>Personal Flotation Devices(PFD)</li> <li>different types and sizes of boards</li> <li>different types and sizes of sails</li> </ul>                                                                                                 |
| <b>Freestyle tricks</b>                                            | [two categories] <ul style="list-style-type: none"> <li>pirouettes</li> <li>tail sinks</li> <li>sailing inside the boom</li> </ul>                                                                                                                                                                                                                         |
| <b>Knots</b>                                                       | [all categories] <ul style="list-style-type: none"> <li>half hitches</li> <li>bowline</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Moderate conditions</b>                                         | [all categories] <ul style="list-style-type: none"> <li>moderate winds, greater than 8 knots and no more than 15 knots</li> <li>enclosed waters</li> <li>wave height, eg, small chop only (max 25 cm)</li> </ul>                                                                                                                                           |
| <b>Spares</b>                                                      | [all categories] <ul style="list-style-type: none"> <li>rigging ropes</li> <li>flares</li> <li>water</li> </ul>                                                                                                                                                                                                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm reasonable knowledge of sailing theory and sailing conditions</li> <li>• Assessment must confirm the ability to apply knowledge of a range of suitable equipment to select equipment for personal use as well as to care, maintain and transport equipment appropriately</li> <li>• In particular, assessment must confirm the ability to manoeuvre a long board (greater than 320cm) with a battened sail on enclosed waters in light winds, demonstrating the ability to               <ul style="list-style-type: none"> <li>○ apply enhanced sailing techniques and knowledge to improve speed and efficiency</li> <li>○ sail a small triangular course with confidence</li> <li>○ complete a basic tow and a self rescue (in winds of 10 knots or more)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYAC001B Comply with maritime rules and regulations</li> <li>○ SROYSA001B Use a sailboard in controlled conditions demonstrating basic skills</li> <li>○ SROOPS002B Plan for minimal environmental impact</li> <li>○ SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with other units               <ul style="list-style-type: none"> <li>○ SROOPS003B Apply weather information</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ Different types of boards and rigs, sizes and suitability and limitations</li> <li>○ Factors affecting selection of equipment Personal Flotation Devices, wetsuits, drysuits, boots, gloves, hats</li> <li>○ Variations between parts of a sailboard from one model/brand to another</li> <li>○ Equipment maintenance and methods of transport</li> <li>○ Centre-board and sail positioning on all points of sail</li> <li>○ How a sail works, eg, sail shape and wind strength</li> <li>○ Why a board will sail close-hauled</li> <li>○ Sea terms and all points of sail</li> <li>○ Methods to improve tacking and gybing</li> <li>○ Factors affecting sailing conditions (wind and tides)</li> <li>○ Differences between sea breezes and land breezes and their affect on windsurfing</li> <li>○ Affect of tides, currents and rips</li> <li>○ Interpretation of weather signs</li> <li>○ Legal restrictions affecting choice of windsurfing venue</li> <li>○ Level of fitness, fatigue and potential for hypothermia</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Ability to use body weight and rig and adjust centre-board position to fine techniques</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>○ Interpretation of weather signs in the field</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a suitable location and conditions (enclosed water, light winds)</li> <li>○ a sailboard (greater than 320cm with a battened sail)</li> <li>○ safety equipment, eg, personal floatation device (PFD)</li> <li>○ personal clothing                 <ul style="list-style-type: none"> <li>▪ wetsuit</li> <li>▪ drysuit</li> <li>▪ gloves</li> <li>▪ hat</li> <li>▪ boots</li> </ul> </li> <li>○ buoys to mark out a course</li> <li>○ food and water resources</li> <li>○ harness system</li> </ul> </li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROYSA003B)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEME001B to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating the prescribed techniques, on the range of equipment specified in the defined weather conditions, this unit must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance across the Range Statements (wind conditions, weather conditions, tides)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit must be assessed whilst participating in a windsurfing activity in the specified conditions</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                            |                             |                                     |                |                |
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| 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              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding wind/weather conditions</li> <li>• <b>Communicating ideas and information</b> - Communicating with another sailer during a tow situation</li> <li>• <b>Planning and organising activities</b> - Planning equipment and clothing to use</li> <li>• <b>Working with teams and others</b> - Assisting a stranded sailer and performing a rescue</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles to sail relative to the wind</li> <li>• <b>Solving problems</b> - Dealing with changes in wind strength and direction</li> <li>• <b>Using technology</b> - Using a drysuit for warmth</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                   |
|------------|-----------------------------------|
| SROYSA003B | USE A SAILBOARD IN STRONGER WINDS |
| YSA        | Yachting - Windsurfing            |

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

This unit covers the knowledge and skills to launch, land and sail a sailboard (greater than 320cm with footstraps and a fully battened sail) in winds of at least 12 knots (planing conditions) on enclosed or open waters. This unit introduces the use of high performance sails, footstraps and the harness and relevant safety issues are covered.

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select equipment and prepare for participation</b>       | 1.1 Use knowledge of advantages and disadvantages of various <b>types of sails</b> to select a suitable sail for the conditions<br>1.2 Use features of board construction to select the most appropriate board for specified requirements<br>1.3 Consider uses and limitations of shorter boards when selecting a board for use in <b>stronger winds</b> (wave and slalom boards)<br>1.4 Select a suitable <b>types of harness</b> the conditions, <b>types of board</b> and ability<br>1.5 Interpret <b>weather patterns</b> and maps to predict the weather and determine the best location for windsurfing suited to personal level of ability |
| <b>2 Rig a sailboard for use in stronger winds</b>            | 2.1 Rig, de-rig and tune a fully battened sail<br>2.2 Adjust correctly harness lines and footstraps<br>2.3 Set up and wear harness correctly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>3 Launch and land a sailboard in stronger winds</b>        | 3.1 Carry the sailboard and rig fully assembled to and from the launch site<br>3.2 Demonstrate a beach start in <b>stronger winds</b> with control of the board in the shallows<br>3.3 Uphaul the rig in <b>stronger winds</b> whilst maintaining stability                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>4 Apply sailing techniques and stance</b>                  | 4.1 Demonstrate hooking in and out of a harness and adopt correct stance whilst hooked in<br>4.2 Demonstrate correct use of the footstraps, including getting in and out, and correct stance when in use<br>4.3 Adjust the mast track whilst sailing<br>4.4 Sail a triangular course in planing conditions, demonstrating the ability to adopt correct stance and the correct use of harness, footstraps and mast track on different points of sail                                                                                                                                                                                               |
| <b>5 Manoeuvre the sailboard in stronger winds</b>            | 5.1 Maintain speed whilst tacking smoothly in <b>stronger winds</b><br>5.2 Demonstrate gybing with centre board both down and up<br>5.3 Maintain stationary position near a marker in moderate winds<br>5.4 Use knowledge of apparent wind, mast track position, railing the board and rig position to maintain stability and sail efficiently in <b>stronger winds</b><br>5.5 Identify characteristics of <b>freestyle tricks</b>                                                                                                                                                                                                                |
| <b>6 Maintain safety of self and others in stronger winds</b> | 6.1 Wear and use safety <b>equipment</b> in accordance with state/territory legislation and weather and light conditions<br>6.2 Compliance with all relevant "Rules of the Road" is demonstrated whilst sailing<br>6.3 Use and confine sailboard within designated/defined areas<br>6.4 Apply appropriate assessment and emergency response procedures when                                                                                                                                                                                                                                                                                       |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                    | <p>required</p> <p>6.5 Prepare another sailor for towing upwind in moderate winds by de-rigging their sailboard</p> <p>6.6 Demonstrate self rescue in <b>stronger winds</b> with a fully battened sail</p>                                                                                                                                                                                                         |
| <b>7 Maintain and repair windsurfing equipment</b> | <p>7.1 Return sailboard to storage area and stow in a manner to minimise damage</p> <p>7.2 Perform <b>basic repairs</b> to board and <b>equipment</b> in accordance with operational procedures and/or manufacturer's guidelines</p> <p>7.3 Refer repairs beyond the limit of personal ability to relevant specialists</p> <p>7.4 Demonstrate correct procedures for the cleaning and care of boards and sails</p> |

## Range Statements

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

| RANGE STATEMENT                 | CATEGORIES                                                                                                                                                                                     |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic repairs</b>            | [two categories] <ul style="list-style-type: none"> <li>• fibreglass</li> <li>• epoxy</li> <li>• sail repairs</li> </ul>                                                                       |
| <b>Equipment</b>                | [all categories] <ul style="list-style-type: none"> <li>• longboard (greater than 320 cm) with footstraps</li> <li>• fully battened sail</li> <li>• harness</li> </ul>                         |
| <b>Freestyle tricks include</b> | [three categories] <ul style="list-style-type: none"> <li>• sail spins</li> <li>• back to sail leeward side</li> <li>• pirouette</li> <li>• railride</li> </ul>                                |
| <b>Stronger winds</b>           | [all categories] <ul style="list-style-type: none"> <li>• planing conditions</li> <li>• greater than 12 knots</li> <li>• open or enclosed waters</li> <li>• small waves up to 40 cm</li> </ul> |
| <b>Types of boards</b>          | [two categories] <ul style="list-style-type: none"> <li>• race board</li> <li>• slalom board</li> <li>• wave board</li> <li>• speed board</li> <li>• wave slalom</li> </ul>                    |
| <b>Types of harness</b>         | [two categories] <ul style="list-style-type: none"> <li>• chest harness</li> <li>• waist harness</li> <li>• seat harness</li> </ul>                                                            |
| <b>Types of sails</b>           | [two categories]                                                                                                                                                                               |

|                         |                                                                                                                                                                                                                                                                                                    |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <ul style="list-style-type: none"><li>• race sails</li><li>• slalom sails</li><li>• wave sails</li><li>• camber induced</li><li>• fully battened</li></ul>                                                                                                                                         |
| <b>Weather patterns</b> | <p>[all categories]</p> <p>include</p> <ul style="list-style-type: none"><li>• high pressure system (anticlockwise air flow in southern hemisphere)</li><li>• low pressure system (clockwise airflow)</li><li>• cold front</li><li>• weather patterns move to the east</li><li>• isobars</li></ul> |



## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm reasonable knowledge of underpinning knowledge of sailing theory, sailing conditions and equipment, as specified</li> <li>• Assessment must confirm the ability to apply knowledge of a range of suitable equipment to select equipment for personal use in stronger winds as well as to care, maintain and transport equipment appropriately</li> <li>• In particular, assessment must confirm the ability to manoeuvre a long board (greater than 320cm) with a fully battened sail on enclosed waters or open waters in winds of at least 12 knots, demonstrating the ability to             <ul style="list-style-type: none"> <li>○ apply knowledge of sailing theory and conditions to improve speed and efficiency in stronger winds</li> <li>○ sail a small triangular course in planing conditions with correct use of harness, footstraps and mast track</li> <li>○ complete an upwind tow of another board</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SROYSA002B Apply enhanced windsurfing skills in moderate conditions</li> <li>○ SROOPS003B Apply weather information</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with other units             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Sail materials care, storage and repair</li> <li>○ Uses and limitations of shorter boards</li> <li>○ Board construction, care and repair</li> <li>○ Characteristics of wave, slalom and race and speed boards</li> <li>○ Apparent wind and how it affects the sailboard</li> <li>○ Best positions of the mast track for different points of sail</li> <li>○ Advantages of an upright rig and railing the board</li> <li>○ The concept of mast foot pressure</li> <li>○ Interpretation of the weather map and patterns</li> <li>○ Characteristics of high and low pressure systems</li> <li>○ Predicting weather changes</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Equipment repair to maintain board and equipment</li> </ul> </li> </ul>                                                                                                  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a suitable location and conditions (enclosed water, stronger winds)</li> <li>○ longboard with a fully battened sail large enough to enable planing</li> <li>○ harness system</li> <li>○ personal clothing                 <ul style="list-style-type: none"> <li>▪ wetsuit</li> <li>▪ drysuit</li> <li>▪ hat</li> <li>▪ gloves</li> <li>▪ boots</li> </ul> </li> <li>○ Personal flotation device (PFD)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                   | <ul style="list-style-type: none"> <li>○ food and water resources</li> <li>○ buoys to mark out course</li> <li>• Human resources - assessment of this 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           <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROYSA004B or SROYSA005B)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating the required skills and techniques on the range of equipment and in the prescribed weather conditions, this unit must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance across the Range Statements, eg, wind conditions, weather conditions, tides, different conditions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit must be assessed whilst participating in a windsurfing activity in the specified conditions</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                            |                             |                                     |                |                |
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| 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                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding wind/weather conditions</li> <li>• <b>Communicating ideas and information</b> - Communicating with another sailer during a tow situation</li> <li>• <b>Planning and organising activities</b> - Planning equipment and clothing to use</li> <li>• <b>Working with teams and others</b> - Assisting a stranded sailer and performing a rescue</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles to sail relative to the wind</li> <li>• <b>Solving problems</b> - Dealing with changes in wind strength and direction</li> <li>• <b>Using technology</b> - Using a drysuit for warmth</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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|------------|-----------------------------------------|
| SROYSA004B | USE LONG BOARDS IN DIFFICULT CONDITIONS |
| YSA        | Yachting - Windsurfing                  |

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

This unit covers the knowledge and skills to launch, land and sail a longboard (usually greater than 320cm with centreboard and fully battened sail) in planing conditions on open waters.

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select equipment and prepare for participation</b>             | 1.1 Identify <i>features of board design</i> and <i>features of sail design</i> in order to assist equipment selection<br>1.2 Use information on weather patterns and beach conditions to choose an ideal spot for windsurfing in optimum conditions<br>1.3 Chose clothing and equipment to suit prevailing and anticipated conditions                                                                                                                                                                                                                                                                                                                                                                     |
| <b>2 Rig a sailboard for use in <i>difficult conditions</i></b>     | 2.1 Efficiently rig rotational camber-induced and other high-tech sails efficiently and correctly<br>2.2 Ensure harness line adjustments and rig selection are suitable to the conditions<br>2.3 Demonstrate the ability to adjust the rig for all points of sail and different wind strengths and condition                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>3 Launch and land a sailboard in <i>difficult conditions</i></b> | 3.1 Launch sailboard from a beach start through a shore break in a controlled manner<br>3.2 Demonstrate efficient sailing out through small breaking waves<br>3.3 Carry out the water start in varied conditions<br>3.4 Demonstrate controlled landings with board and rig held aloft, whilst applying correct carrying technique                                                                                                                                                                                                                                                                                                                                                                          |
| <b>4 Manoeuvre the sailboard in <i>difficult conditions</i></b>     | 4.1 Demonstrate refined stance incorporating hands, feet and body position, on all points of sail<br>4.2 Improve steering through luffing up and bearing away with correct mast track and centre-board adjustments<br>4.3 Optimise speed through closing the slot, reducing wetted area and using correct footstraps, mast track and harness<br>4.4 Demonstrate efficient tacking in strong winds and rough seas<br>4.5 Effective use of the carve gybe and non-planing gybe are demonstrated in strong winds and rough seas<br>4.6 Plan and demonstrate a routine of <i>freestyle tricks</i><br>4.7 Demonstrate he ability to sail backwards and manoeuvre in rough conditions around a triangular course |
| <b>5 Maintain safety of self and others</b>                         | 5.1 Wear and use safety equipment in accordance with state/territory legislation and weather and light conditions<br>5.2 Outline emergency action to be taken in the event of broken fins, universal, mast and boom<br>5.3 Apply appropriate strategies to assist others in difficulty including assessment of the situation and seeking help when required<br>5.4 Demonstrate <i>jury rigging</i> for different breakages                                                                                                                                                                                                                                                                                 |
| <b>6 Maintain and repair windsurfing equipment</b>                  | 6.1 Follow manufacturer's guidelines and/or operational procedures in order to maintain high tech equipment<br>6.2 Refer repairs beyond the limit of personal ability, to relevant specialists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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## Range Statements

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

| RANGE STATEMENT                 | CATEGORIES                                                                                                                                                                                                           |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Difficult conditions</b>     | [all categories] <ul style="list-style-type: none"> <li>• wind strength 15 knots plus</li> <li>• wave height 30 - 50 cm</li> <li>• open waters</li> </ul>                                                            |
| <b>Features of board design</b> | [all categories] <ul style="list-style-type: none"> <li>• rail shape</li> <li>• rocker</li> <li>• concaves</li> <li>• tail shapes</li> <li>• volume distribution</li> <li>• position and shape of the fin</li> </ul> |
| <b>Features of sail design</b>  | [all categories] <ul style="list-style-type: none"> <li>• fully battened</li> <li>• camber induced</li> <li>• materials used</li> </ul>                                                                              |
| <b>Freestyle tricks</b>         | [four categories] <ul style="list-style-type: none"> <li>• spin tack</li> <li>• duck tack</li> <li>• railrides</li> <li>• pirouettes</li> <li>• spin gybes</li> <li>• sail spins</li> </ul>                          |
| <b>Jury rigging</b>             | [all categories] <ul style="list-style-type: none"> <li>• broken universal joint</li> <li>• broken outhaul line</li> <li>• broken boom camlock</li> </ul>                                                            |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm in depth knowledge of sailing theory and sailing conditions</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>apply knowledge of equipment design features to select equipment for personal use in a variety of different conditions</li> <li>manoeuvre a long board (greater than 320cm) with centreboard and a fully battened sail in planing conditions on open waters, demonstrating correct use of centreboard, footstraps and mast track</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROYSA003B Use a sailboard in stronger winds</li> <li>SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the unit(s)               <ul style="list-style-type: none"> <li>SROOPS004B Interpret weather conditions in the field</li> </ul> </li> </ul>                                                                                                                 |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>The effects of mast stiffness</li> <li>Different sail designs and materials, including the latest</li> <li>Advantages of rotational and camber induced sails</li> <li>Sail twist and spin out</li> <li>Care and maintenance of high tech equipment</li> <li>Features of board design and their effect</li> <li>Weather interpretation</li> <li>Rescue techniques</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Interpretation of weather signs in the field</li> <li>Sailing backwards</li> <li>Carve and flare gybes</li> <li>Tacking in strong winds</li> <li>Rescue skills</li> <li>Repair skills</li> </ul> </li> </ul>                                     |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to               <ul style="list-style-type: none"> <li>a suitable location and conditions (open water, strong winds)</li> <li>sailboard greater than 320 cm with a suitable rig</li> <li>Personal Flotation Device (PFD)</li> <li>food and water resources</li> <li>personal clothing                   <ul style="list-style-type: none"> <li>wetsuit</li> <li>drysuit</li> <li>gloves</li> <li>hat</li> <li>boots</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                          |

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|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ harness system</li> <li>• Human resources - assessment of this 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             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating all techniques on the specified equipment range and in the defined weather conditions, this unit must be assessed over a minimum of three (3) different occasions in order to ensure consistency of performance across the Range Statements, eg, wind conditions, weather conditions, tides, different equipment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency must be demonstrated whilst participating in a windsurfing activity in the specified conditions</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                 |



| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding wind/weather conditions</li> <li>• <b>Communicating ideas and information</b> - Communicating with another sailer during a tow situation</li> <li>• <b>Planning and organising activities</b> - Planning equipment and clothing to use</li> <li>• <b>Working with teams and others</b> - Assisting a stranded sailer and performing a rescue</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles to sail relative to the wind</li> <li>• <b>Solving problems</b> - Dealing with changes in wind strength and direction</li> <li>• <b>Using technology</b> - Using a drysuit for warmth</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                          |
|------------|------------------------------------------|
| SROYSA005B | USE SHORT BOARDS IN DIFFICULT CONDITIONS |
| YSA        | Yachting - Windsurfing                   |

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

This unit covers the knowledge and skills to launch, land and sail a wave or slalom board with a fully battened sail and no centreboard in planing conditions on open waters with at least a small wave.

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select equipment and prepare for participation</b>           | 1.1 Select an appropriate board for the conditions and purpose using knowledge of design features of shorter <b>boards</b> and fins<br>1.2 Interpret weather patterns to determine the implications for the shortboard sailor<br>1.3 Chose an ideal spot for shortboard windsurfing in optimum conditions using knowledge of the affect of wind conditions and swell on surf beaches<br>1.4 Determine the most appropriate sail for the conditions using knowledge of sail design and materials<br>1.5 Select clothing and equipment to suit prevailing and anticipated conditions |
| <b>2 Rig a shortboard for use in difficult conditions</b>         | 2.1 Rig efficiently and correctly rotational camber-induced and other high-tech <b>sails</b><br>2.2 Outline the process for tuning specialist <b>sails</b> to achieve speed, control or manoeuvrability<br>2.3 Demonstrate harness line adjustments and rig selection suitable to the conditions<br>2.4 Demonstrate the ability to adjust the rig for all points of sail and different wind strengths and conditions                                                                                                                                                               |
| <b>3 Launch and land a shortboard in difficult conditions</b>     | 3.1 Launch shortboard from a beach, start through waves and return ashore in a controlled manner<br>3.2 Demonstrate alternative launch methods in strong winds<br>3.3 Demonstrate water starts from varying situations, including in waves, in gusts and clew first<br>3.4 Demonstrate uphauling the shorter board and efficient sailing out through waves                                                                                                                                                                                                                         |
| <b>4 Apply techniques and stance to sail a shortboard in surf</b> | 4.1 Adopt a comfortable stance whilst planing in footstraps<br>4.2 Demonstrate efficient upwind sailing<br>4.3 Demonstrate a variety of techniques to achieve <b>wave jumps and landings</b><br>4.4 Apply techniques for riding on a wave, including the ability to follow the break and avoid the close-out<br>4.5 Demonstrate effective technique to develop speed whilst controlling excessive power<br>4.6 Demonstrate use of waves, rips and currents to enhance sailing technique, speed and stability                                                                       |
| <b>5 Manoeuvre the shortboard in difficult conditions</b>         | 5.1 Demonstrate efficient tacking on a shortboard in strong winds and rough seas<br>5.2 Demonstrate the carve <b>gybe effectively</b> in strong winds and rough seas to enhance manoeuvrability                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>6 Maintain safety of self and others</b>                       | 6.1 Demonstrate how safety equipment is worn/used in accordance with state/territory legislation and weather and light conditions                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                                    | <ul style="list-style-type: none"><li>6.2 Demonstrate compliance with rules of right of way in waves</li><li>6.3 Complete a self rescue on a shortboard</li><li>6.4 Outline emergency action to be taken in the event of broken fins, universal, mast and boom</li><li>6.5 Outline the procedures for the rescue of others using a short board</li><li>6.6 Apply appropriate strategies to assist others in difficulty including assessment of the situation and seeking help when required</li><li>6.7 Demonstrate jury rigging for different breakages</li></ul> |
| <b>7 Maintain and repair windsurfing equipment</b> | <ul style="list-style-type: none"><li>7.1 Follow manufacturer's guidelines and/or operational procedures in order to maintain high tech equipment</li><li>7.2 Refer repairs beyond the limit of personal ability to relevant specialists</li></ul>                                                                                                                                                                                                                                                                                                                 |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                   |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Boards</b>                | [two categories] <ul style="list-style-type: none"> <li>• racing</li> <li>• slalom</li> <li>• wave</li> <li>• speed</li> <li>• custom designed</li> </ul>                                    |
| <b>Difficult conditions</b>  | [all categories] <ul style="list-style-type: none"> <li>• wind strength 15 knots plus</li> <li>• wave height 40cm plus</li> <li>• open waters with swell of at least half a metre</li> </ul> |
| <b>Gybe effectively</b>      | [all categories] <ul style="list-style-type: none"> <li>• different arcs</li> <li>• timing the release of the rig</li> <li>• staying on the plane</li> </ul>                                 |
| <b>Sails</b>                 | [two categories] <ul style="list-style-type: none"> <li>• wave</li> <li>• slalom</li> <li>• camber induced</li> </ul>                                                                        |
| <b>Wave jump and landing</b> | [two categories] <ul style="list-style-type: none"> <li>• the loop and barrel roll</li> <li>• nose and tail landings</li> <li>• chop hopping</li> </ul>                                      |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm in depth knowledge of sailing theory and sailing conditions applied to the use of shortboards</li> <li>Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment</li> <li>In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>apply knowledge of equipment design features to select equipment for personal use in a variety of different conditions</li> <li>manoeuvre a shortboard (wave or slalom) with a fully battened sail in planing conditions on open waters with at least a small wave</li> </ul> </li> </ul>                                                                                                                                                                                                                                                            |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>SROYSA003B Use a sailboard in stronger winds</li> <li>SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the unit(s)             <ul style="list-style-type: none"> <li>SROOPS004B Interpret weather conditions in the field</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge             <ul style="list-style-type: none"> <li>The effects of mast stiffness</li> <li>Different sail designs and materials, including the latest</li> <li>Advantages of rotational and camber induced sails</li> <li>Sail twist and spin out</li> <li>Types of jumps and landings</li> <li>Care and maintenance of high tech equipment</li> <li>Features of board design and their effect</li> <li>Apparent wind whilst sailing in waves</li> <li>Physical and mental preparation for high wind sailing</li> <li>Formation and patterns of waves, rips, undertows and channels</li> <li>Repairing equipment</li> <li>Rescue techniques on a shortboard</li> <li>Weather interpretation</li> </ul> </li> <li>Required skills             <ul style="list-style-type: none"> <li>Interpretation of weather signs in the field</li> <li>Shortboard sailing specific techniques including jumps, landings and manoeuvres</li> <li>Repair skills</li> <li>Rescue skills</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>a suitable location and conditions (open water, small waves)</li> <li>shortboard with a fully battened sail</li> <li>harness system</li> <li>personal clothing                 <ul style="list-style-type: none"> <li>wetsuit</li> <li>drysuit</li> <li>gloves</li> <li>hat</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                   | <ul style="list-style-type: none"> <li>▪ boots</li> <li>○ Personal flotation device (PFD)</li> <li>○ food and water resources</li> <li>○ manufacturers' guidelines/operational procedures</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as demonstrating all required techniques in the range of weather conditions prescribed, this unit must be assessed over a minimum of three (3) different occasions in order to ensure consistency of performance across the Range Statements, eg, wind conditions, weather conditions, tides, different equipment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit must be assessed whilst participating in a windsurfing activity in the specified conditions using the specified equipment</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                            |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information regarding wind/weather conditions</li> <li>• <b>Communicating ideas and information</b> - Communicating with another sailer during a tow situation</li> <li>• <b>Planning and organising activities</b> - Planning equipment and clothing to use</li> <li>• <b>Working with teams and others</b> - Assisting a stranded sailer and performing a rescue</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles to sail relative to the wind</li> <li>• <b>Solving problems</b> - Dealing with changes in wind strength and direction</li> <li>• <b>Using technology</b> - Using a drysuit for warmth</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                        |
|------------|------------------------|
| SROYSA006A | INSTRUCT WINDSURFING   |
|            |                        |
| YSA        | Yachting - Windsurfing |

**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 windsurfing activity.

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



|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                   | <p>plan and instructional objectives.</p> <p>4.7 Monitor <b>equipment</b> usage, behaviour and location of clients in order to review safety</p> <p>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)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures</p>                                                                                                                                                                                                 |
| <b>5 Apply appropriate teaching techniques for a windsurfing session</b>          | <p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>                                                                                                                                                            |
| <b>6 Teach required knowledge that applies to a windsurfing activity</b>          | <p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to windsurfing and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in windsurfing</p> <p>6.3 Identify minimal impact practices appropriate to windsurfing, and determine client level of understanding</p> <p>6.4 Outline specific aspects of <b>equipment</b> selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in windsurfing, and determine client level of understanding in their use</p> |
| <b>7 Teach safety and rescue procedures appropriate to a windsurfing activity</b> | <p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to windsurfing, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to windsurfing</p> <p>7.4 Demonstrate rescue techniques specific to windsurfing, and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response <b>equipment</b> that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>                                              |
| <b>8 Teach windsurfing skills</b>                                                 | <p>8.1 Explain and demonstrate key points of technique or skill</p> <p>8.2 Outline the <b>sequence</b> or combination of skill to achieve effective or efficient results</p> <p>8.3 Identify different applications of skill or technique, and where it is applicable/not applicable</p> <p>8.4 Practice skills or techniques and observe clients in order to provide feedback</p> <p>8.5 Assess clients to determine poor or incorrect technique</p> <p>8.6 Provide opportunities for additional practice, where required</p>                                                                                                                                                                                                                                           |
| <b>9 Communicate further</b>                                                      | <p>9.1 Inform clients of locations, suitable to their skill level, for participating in windsurfing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| windsurfing knowledge                                                 | <p>9.2 Provide information relevant to the competencies being taught, on the range of <b>equipment</b> and clothing available or required, and factors affecting choice</p> <p>9.3 Inform clients of opportunities to further develop their personal skills and knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>10 Conclude and evaluate the windsurfing instructional session</b> | <p>10.1 Allow time for "cooling down" at the end of the session, check <b>equipment</b> for damage and return and store in an appropriate fashion</p> <p>10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor</p> <p>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</p> <p>10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning</p> <p>10.5 Determine modifications to activities and delivery method(s), based on evaluations</p> <p>10.6 Evaluate the suitability of <b>other related factors</b></p> |

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                       |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sailboard</li> <li>• suitable sail</li> <li>• Personal Flotation Device (PFD)</li> <li>• safety equipment including First Aid kits</li> <li>• repair equipment</li> <li>• windsurfing specific equipment</li> <li>• rescue equipment</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ rocks</li> <li>○ manmade objects</li> <li>○ other craft</li> <li>○ environmental conditions</li> </ul> </li> </ul>                                                                         |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>            |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable body of water and conditions for teaching of unit(s)</li> </ul> </li> </ul>              |
| <b>Sequence</b>              | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> <li>○ known to unknown</li> </ul> </li> </ul>                                                                 |

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|  | <ul style="list-style-type: none"><li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a windsurfing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 windsurfing</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate windsurfing techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for windsurfing</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                 <ul style="list-style-type: none"> <li>▪ SROYSA003B Use a sailboard in stronger winds, <b>or</b></li> <li>▪ SROYSA004B Use longboards in difficult conditions, <b>or</b></li> <li>▪ SROYSA005B Use shortboards in difficult conditions</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of windsurfing                 <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ land and water management authorities</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                   | <ul style="list-style-type: none"> <li>○ Safety procedures during the conduct or instruction of windsurfing skills</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing windsurfing</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Windsurfing skills to demonstrate and correct technique</li> <li>○ Location reading skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of windsurfing instructional sessions</li> <li>○ windsurfing equipment, eg, sailboard, rig, Personal Flotation Device (PFD), etc</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ instructional tools may include <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts, etc</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 windsurfing skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a windsurfing activity with a range of clients (not peers)</li> <li>• 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</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <ul style="list-style-type: none"><li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



## **YACHTING – SMALL BOAT**



## Contents

|                                                                                                 |           |
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|            |                                                                |
|------------|----------------------------------------------------------------|
| SROYSB001B | USE BASIC SKILLS TO SAIL A SMALL BOAT IN CONTROLLED CONDITIONS |
| YSB        | Yachting - Small boat                                          |

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

This unit covers the knowledge and skills required to rig and sail a small boat on a marked course in controlled conditions, under supervision.

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>1 Select equipment and prepare for participation</b>             | 1.1 Source information on weather and wind conditions to enable selection of a location to suit personal skill level<br>1.2 Select clothing suitable for the prevailing and expected conditions<br>1.3 Identify <b>risks</b> associated with the <b>small boat</b> sailing environment and implement strategies to reduce <b>risks</b><br>1.4 Wear/use safety <b>equipment</b> in accordance with state/territory legislation and weather and light conditions<br>1.5 Identify <b>collision and water traffic regulations</b> relevant to the activity area and recognise other safety signals, such as code flags                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>2 Rig and de-rig a small boat</b>                                | 2.1 Apply correct terminology to identify the <b>main parts of a small boat</b><br>2.2 Identify <b>sails</b> , and their component parts<br>2.3 Identify fittings on mast, and boom and use <b>appropriate knots</b> to rig <b>sails</b> , under supervision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>3 Leave and return to beach/launching facility</b>               | 3.1 Determine <b>wind direction</b> to enable safe, easy launching and return<br>3.2 Launch and land the <b>small boat</b> efficiently in calm, <b>controlled conditions</b> whilst maintaining stability, correct direction and <b>speed controlled during launch/return</b><br>3.3 Adopt the correct position on the <b>small boat</b> and secure the centreboard and rudder<br>3.4 Prepare centreboard and rudder for return and raised on return                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>4 Sail a marked course in calm conditions using basic skills</b> | 4.1 Recognise and apply <b>primary boat controls</b> , and their effects on boat movement<br>4.2 Identify <b>common terminology with respect to the wind</b> and apply knowledge of wind, wind indicators and directional change in relation to wind to determine the sailing directions, based on current <b>wind direction</b><br>4.3 Apply knowledge of wind awareness, wind indicators and angle of the sail to slow and speed up the <b>small boat</b> using a basic heave to as a reference point<br>4.4 Recognise indicators identifying that the boat is being sailed close hauled to sail the boat to destination directly upwind/to windward<br>4.5 Identify the No-Go Zone perimeters and tack the boat from close-hauled to close-hauled<br>4.6 Recognise indicators identifying that the boat is being sailed on a dead run and gybe the mainsail while the boat remains sailing on a dead run<br>4.7 Identify potential hazards when sailing downwind and gybing and implement strategies to avoid the unexpected gybe<br>4.8 Apply knowledge and awareness of <b>wind direction</b> relative to the boat, sail setting and a combination of techniques to manoeuvre a <b>small boat</b> through tacks and gybes where necessary to sail a small marked course which requires a range of points of sailing, including but not limited to close-hauled reaching and running, to complete the course<br>4.9 Demonstrate compliance with all relevant <b>collision and water traffic</b> |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                  | <p><b>regulations</b> and sail the boat within designated/defined areas</p> <p>4.10 Maintain communication with other craft and with other crew members, where appropriate</p>                                                                                                                                                                                                                                                                                                    |
| <b>5 Perform capsize drills</b>                  | <p>5.1 Identify reasons for capsize</p> <p>5.2 Implement, in a capsize situation, strategies to avoid injury</p> <p>5.3 Implement <b>capsize procedures</b> in the event of a capsize including visual means of attracting attention</p> <p>5.4 Demonstrate adequate communication, correct technique and order of events to right a small boat, as part of a team</p>                                                                                                            |
| <b>6 Participate in rescue and towing drills</b> | <p>6.1 Identify reasons for towing a <b>small boat</b> and prepare the boat for towing and handle safely under tow with instructor guidance and <b>towing procedures</b></p> <p>6.2 Release the <b>small boat</b> from tow under instructor guidance</p> <p>6.3 Implement, under direct supervision and instructor guidance, a <b>crew recovery procedures</b> drill demonstrating the procedures to be undertaken in the event of separation of a crew member from the craft</p> |
| <b>7 Handle small boat ashore</b>                | <p>7.1 Carry and stow the <b>small boat</b> in accordance with supervisor's directions</p> <p>7.2 Stow or store <b>equipment</b> in accordance with manufacturer's recommendations and/or supervisor's directions</p>                                                                                                                                                                                                                                                             |

## Range Statements

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

| RANGE STATEMENT                                    | CATEGORIES                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Appropriate knots</b>                           | [all categories] <ul style="list-style-type: none"> <li>• figure of eight</li> <li>• bowline</li> <li>• half hitch</li> <li>• reef knot</li> <li>• rolling hitch</li> </ul>                                                                                                                          |
| <b>Basic skills</b>                                | [all categories] <ul style="list-style-type: none"> <li>• tacking - turning bow through wind</li> <li>• gybing - turning stern through wind</li> <li>• basic heave to</li> <li>• luffing of sails</li> <li>• reaching</li> <li>• sailing close hauled</li> <li>• sailing on a run/running</li> </ul> |
| <b>Capsize procedures</b>                          | [all categories] <ul style="list-style-type: none"> <li>• stay with boat</li> <li>• don't hang off boat</li> <li>• crew weight on centreboard to right vessel</li> <li>• "crew scoop" during righting of boat</li> <li>• bailing out</li> <li>• recovery of crew after righting of boat</li> </ul>   |
| <b>Collision and water traffic regulations</b>     | [all categories] <ul style="list-style-type: none"> <li>• turn right, pass port to port</li> <li>• power gives way to sail</li> <li>• right of way for commercial vessels</li> </ul>                                                                                                                 |
| <b>Common terminology with respect to the wind</b> | [all categories] <ul style="list-style-type: none"> <li>• wind aft</li> <li>• upwind</li> <li>• downwind</li> <li>• wind abeam</li> <li>• head to wind</li> <li>• windward</li> <li>• leeward</li> </ul>                                                                                             |

|                                     |                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Controlled conditions</b>        | <ul style="list-style-type: none"> <li>• light winds (0-8 knots)</li> <li>• sheltered waters (smooth or partially smooth waters, wave height to 0.3m)</li> </ul>                                                                                                                                                   |
| <b>Crew recovery procedures</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• maintain sight of crew overboard at all times</li> <li>• teamwork</li> <li>• approach and stop to leeward of crew member in water</li> <li>• slow speed of approach</li> <li>• assist crew on board</li> </ul>                                    |
| <b>Equipment</b>                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• wetsuits</li> <li>• boots</li> <li>• gloves</li> <li>• spray jacket</li> <li>• hats/caps</li> <li>• Personal Flotation Devices (PFD)</li> <li>• craft</li> </ul>                                                                                  |
| <b>Main parts of the small boat</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• hulls</li> <li>• gunwale</li> <li>• centreboard</li> <li>• stern</li> <li>• bow</li> <li>• mast</li> <li>• stays</li> <li>• boom</li> <li>• boom vang</li> <li>• sails</li> <li>• rudder</li> <li>• tiller</li> <li>• tiller extension</li> </ul> |
| <b>Primary boat controls</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• mainsail</li> <li>• jib</li> <li>• balance</li> <li>• trim</li> <li>• centreboard</li> </ul>                                                                                                                                                      |
| <b>Risks</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sun burn</li> <li>• windburn</li> <li>• marine stingers</li> <li>• drowning</li> <li>• dehydration</li> </ul>                                                                                                                                     |



|                                              |                                                                                                                                                                                                                                                            |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <li>hypothermia</li> </ul>                                                                                                                                                                                              |
| <b>Sails</b>                                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>mainsail</li> <li>job</li> <li>spinnaker</li> </ul>                                                                                                                                         |
| <b>Small boat</b>                            | <p>[one category]</p> <ul style="list-style-type: none"> <li>small (18ft and under) unballasted mono or multi-hulled vessel with one mast</li> <li>stayed or unstayed mast</li> <li>one, two or three sails</li> <li>one or more crew members</li> </ul>   |
| <b>Speed controlled during launch/return</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>by             <ul style="list-style-type: none"> <li>angle with respect to wind</li> <li>sails out</li> <li>basic heave to</li> </ul> </li> </ul>                                          |
| <b>Towing procedures</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>single tow</li> <li>multiple tow</li> <li>pick-up of tow</li> <li>release from tow</li> </ul>                                                                                               |
| <b>Wind direction</b>                        | <p>[one category]</p> <ul style="list-style-type: none"> <li>may be determined by             <ul style="list-style-type: none"> <li>flags</li> <li>smoke</li> <li>ripples on water</li> <li>moored boats</li> <li>wind on the face</li> </ul> </li> </ul> |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of small boat sailing theory and sailing conditions to perform basic manoeuvres in the workplace</li> <li>Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements that are applicable to the type of small boat sailed and the learners environment</li> <li>Assessment must confirm the ability to manoeuvre a small boat in calm conditions, demonstrating the ability to               <ul style="list-style-type: none"> <li>prepare and launch the small boat</li> <li>sail a small course which includes a range of points of sailing including but not limited to close-hauled, reaching and running</li> <li>right a small boat</li> <li>participate in a crew recovery drill</li> <li>participate in a towing drill</li> <li>return the craft to shore/launching point safely</li> <li>apply knowledge to select equipment for personal use as well as to care for equipment appropriately</li> </ul> </li> </ul> <p><b>Note : Where learners sail in small boats with more than one crew member, ability to perform all roles required to sail the boat, eg, crewing and helming, must be demonstrated</b></p> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROOPS001B Implement minimum environmental impact practices</li> <li>SROODR001A Apply basic outdoor recreation logistics</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SROYAC001B Comply with maritime rules and regulations</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRONAV001B Navigate in tracked or easy untracked areas</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Types of all small boats and rigs, sizes and suitability</li> <li>Types of Personal Flotation Devices (PFD) (Type 1, 2 and 3) and situations where each is applicable</li> <li>Types, uses and capabilities of wetsuits and drysuits</li> <li>Other necessary equipment (boots, gloves, hats)</li> <li>Parts of a small boat</li> <li>Knots and their application to a sailing setting</li> <li>Equipment maintenance</li> <li>The main points of sailing and sail positions</li> <li>Principles of tacking and gybing</li> <li>Sailing terms/terminology (port/starboard, windward, leeward)</li> <li>Locations for sailing</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Tacking</li> <li>Knot tying</li> <li>Confidence in water in the event of a capsize</li> <li>Gybing</li> <li>Reaching</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                             |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>○ Sailing upwind</li> <li>○ Sailing downwind</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ a suitable location and conditions (enclosed water, light winds)</li> <li>○ a small sailing craft</li> <li>○ buoys to mark courses</li> <li>○ food and water resources</li> <li>○ personal protective clothing appropriate to location and conditions</li> <li>○ personal Flotation Device (PFD)</li> </ul> </li> <li>• Human resources - assessment of this 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               <ul style="list-style-type: none"> <li>○ be competent in the unit SROYSB002B</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as differing regulation, procedures and techniques, this unit of competency must be assessed over a minimum of two (2) different occasions (i.e. over several marked courses in controlled conditions) in order to ensure consistency of performance over the Range Statements and contexts applicable to using basic skills to sail a small boat in controlled conditions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a yachting (small boat) sailing activity in the specified conditions. Some components may be assessed on land</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| KEY 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting wind/weather information</li> <li>• <b>Communicating ideas and information</b> - Passing on instructions to crew whilst sailing</li> <li>• <b>Planning and organising activities</b> - Planning strategies to negotiate a course</li> <li>• <b>Working with teams and others</b> - Working with a crew</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles for sailing relative to the wind</li> <li>• <b>Solving problems</b> - Dealing with fluctuating wind directions</li> <li>• <b>Using technology</b> - Using tiller to steer small boat</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                                                         |
|------------|-------------------------------------------------------------------------|
| SROYSB002B | SAIL A SMALL BOAT IN LIGHT TO MODERATE CONDITIONS USING ENHANCED SKILLS |
| YSB        | Yachting - Small boat                                                   |

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

This unit covers the knowledge and skills required to rig and sail a small boat to best advantage, using a variety of techniques in light to moderate conditions and under minimal guidance.

| ELEMENT                                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Select equipment and prepare for participation</b>                             | 1.1 Source information on weather and wind conditions to enable selection of a location to suit personal skill level<br>1.2 Select clothing suitable for the prevailing and expected conditions<br>1.3 Identify <b>risks</b> associated with the sailing environment and implement strategies to reduce <b>risks</b><br>1.4 Wear/use safety <b>equipment</b> in accordance with state/territory legislation and weather and light conditions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>2 Rig and de-rig a small boat</b>                                                | 2.1 Identify running and standing rigging<br>2.2 Identify the different types of <b>cleat</b> , and their use<br>2.3 Specify Cunningham eye system and outhaul<br>2.4 Identify features of different <b>sails</b> , and their uses<br>2.5 Identify fittings on mast, and boom and rig <b>sails</b> using <b>appropriate knots</b><br>2.6 Tie knots which are useful in the activity of sailing, and describe their advantages, disadvantages and applications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>3 Sail a marked course in light to moderate conditions using enhanced skills</b> | 3.1 Identify the points of sailing<br>3.2 Identify the points of sailing given the direction of the wind relative to the small boat<br>3.3 Utilise <b>primary boat controls</b> to sail the boat through tacks and gybes and demonstrate the techniques of roll tacking and roll gybing where appropriate<br>3.4 Identify <b>common terminology</b> with respect to the wind apply knowledge of wind, wind indicators and directional change in relation to wind to determine the sailing directions, based on current wind direction<br>3.5 Maintain steering, speed and balance<br>3.6 Apply knowledge and awareness of <b>wind direction</b> relative to the boat, points of sail and a combination of techniques to manoeuvre a <b>small boat</b> in <b>light to moderate conditions</b> using the tiller extension where necessary to sail a course which includes windward and downwind legs<br>3.7 Demonstrate compliance with all relevant <b>collision and water traffic regulations</b> and sail the <b>small boat</b> within designated/defined areas<br>3.8 Maintain communication with other craft and with other crew members, where appropriate |
| <b>4 Handle a spinnaker</b>                                                         | 4.1 Identify situations in which the spinnaker can be utilised<br>4.2 Identify component <b>parts of the spinnaker</b> and determine situations in which a spinnaker could be used<br>4.3 Rig a spinnaker, set, gybe and drop in <b>light to moderate conditions</b><br>4.4 Demonstrate the ability to steer a <b>small boat</b> under spinnaker in <b>light to moderate conditions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>5 Use a trapeze</b>                                                              | 5.1 Identify and demonstrate situations in which trapezing is used<br>5.2 Identify component parts of the <b>trapeze</b> system and adjust and fit the trapeze harness in accordance with manufacturer's recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                    | 5.3 Demonstrate the ability to sail on <b>trapeze</b> in favourable conditions<br>5.4 Steer a boat with a crew on <b>trapeze</b> in favourable conditions, demonstrate the ability to get in, get out, tack and gybe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>6 Perform crew recovery and towing drills independently</b>     | 6.1 Identify reasons for the loss of crew overboard<br>6.2 Recover a crew member lost overboard in a safe and effective manner, using effective communication, correct technique and order of events, as part of a team<br>6.3 Demonstrate appropriate recovery side, approach speed and stopping technique to ensure efficient recovery and minimize risk of injury to crew in water<br>6.4 Prepare a <b>small boat</b> for <b>towing correctly and efficiently</b><br>6.5 Demonstrate the boat being towed safely in single and/or multiple tow situations<br>6.6 Demonstrate the boat releasing from the tow safely, demonstrate awareness of <b>factors to be considered when releasing from a multiple-tow situation</b> |
| <b>7 Bring a small boat alongside a fixed or unfixed structure</b> | 7.1 Bring a <b>small boat</b> , safely and accurately, alongside a wharf or anchored vessel/object without damage or injury to boat or persons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>8 Care for and stow/store equipment</b>                         | 8.1 Identify factors causing <b>equipment</b> damage in the sailing environment, and implement strategies to improve <b>equipment care</b> and wear<br>8.2 Maintain and stow <b>sail</b> and rig, in accordance with manufacturer's recommendations<br>8.3 Wash, dry and stow other in accordance with manufacturer's recommendations to ensure maximum lifespan and reduce damage<br>8.4 Carry a <b>small boat</b> in a manner to minimize hull damage<br>8.5 Maintain trailers and trolleys to minimize rust on frames and bearings                                                                                                                                                                                         |

## Range Statements

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

| RANGE STATEMENT                                | CATEGORIES                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Appropriate knots</b>                       | [all categories] <ul style="list-style-type: none"> <li>• figure of eight</li> <li>• bowline</li> <li>• half hitch</li> <li>• reef knot</li> <li>• rolling hitch</li> </ul>                                                                                                                                                                |
| <b>Cleat</b>                                   | [all categories] <ul style="list-style-type: none"> <li>• cam</li> <li>• clam</li> <li>• horn</li> <li>• V cleats</li> </ul>                                                                                                                                                                                                               |
| <b>Collision and water traffic regulations</b> | [all categories] <ul style="list-style-type: none"> <li>• Port gives way to starboard</li> <li>• windward boat keeps clear</li> <li>• overtaking boat keeps clear</li> <li>• keep to the right in channels, eg, turn right, pass port to port</li> <li>• power gives way to sail</li> <li>• right of way for commercial vessels</li> </ul> |
| <b>Enhanced skills</b>                         | [all categories] <ul style="list-style-type: none"> <li>• roll tacking</li> <li>• roll gybing</li> <li>• spinnaker handling</li> <li>• trapezing</li> <li>• perform crew recovery drill</li> <li>• perform towing drill</li> </ul>                                                                                                         |
| <b>Equipment</b>                               | [all categories] <ul style="list-style-type: none"> <li>• wetsuits</li> <li>• boots</li> <li>• gloves</li> <li>• spray jacket</li> <li>• hats/caps</li> <li>• Personal Flotation Devices (PFD)</li> <li>• craft</li> </ul>                                                                                                                 |

|                                                                              |                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment care</b>                                                        | [all categories] <ul style="list-style-type: none"> <li>• sail and rig care</li> <li>• carrying/transport of small boat</li> <li>• washing and stowage of small boat and sail</li> <li>• care of Personal Flotation Devices (PFD) and wetsuits</li> <li>• maintenance of trailers and trolleys</li> </ul> |
| <b>Factors to be considered when releasing from a multiple-tow situation</b> | [all categories] <ul style="list-style-type: none"> <li>• clear communication between all boats and tow boat</li> <li>• awareness of position of main tow line</li> <li>• staying to appropriate side of main tow line</li> <li>• order of release</li> <li>• release synchronisation</li> </ul>          |
| <b>Light to moderate conditions</b>                                          | <ul style="list-style-type: none"> <li>• winds 8 - 18 knots</li> <li>• wave height to 0.5m</li> </ul>                                                                                                                                                                                                     |
| <b>Parts of a spinnaker</b>                                                  | [all categories] <ul style="list-style-type: none"> <li>• halyard</li> <li>• sheets</li> <li>• pole</li> <li>• up haul</li> <li>• kicker</li> <li>• corners, eg, head and clews</li> <li>• luff/leeches and foot</li> </ul>                                                                               |
| <b>Primary boat controls</b>                                                 | [all categories] <ul style="list-style-type: none"> <li>• mainsail</li> <li>• jib</li> <li>• balance</li> <li>• trim</li> <li>• centreboard</li> </ul>                                                                                                                                                    |
| <b>Risks</b>                                                                 | [all categories] <ul style="list-style-type: none"> <li>• sun burn</li> <li>• windburn</li> <li>• marine stingers</li> <li>• drowning</li> <li>• dehydration</li> <li>• hypothermia</li> </ul>                                                                                                            |
| <b>Safely and accurately</b>                                                 | [all categories] <ul style="list-style-type: none"> <li>• safe approach</li> <li>• consideration of protruding body parts</li> <li>• slow, controlled approach</li> </ul>                                                                                                                                 |



|                                         |                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <ul style="list-style-type: none"> <li>• holding on and making fast</li> </ul>                                                                                                                                                                                                                   |
| <b>Sails</b>                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• mainsail</li> <li>• jib</li> <li>• spinnaker</li> </ul>                                                                                                                                                                         |
| <b>Small boats</b>                      | <p>[one category]</p> <ul style="list-style-type: none"> <li>• small (18ft and under) unballasted mono or multi hulled vessel with one mast</li> <li>• stayed or unstayed mast</li> <li>• one, two or three sails</li> <li>• one or more crew members</li> </ul>                                 |
| <b>Towing correctly and efficiently</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• secure line to fixed object close to the boat's centreline with turns to take load (not knots)</li> <li>• main towline is positioned correctly</li> <li>• centreboard is at least half up</li> <li>• crew weight aft</li> </ul> |
| <b>Trapeze</b>                          | <p>[one category]</p> <ul style="list-style-type: none"> <li>• full harness</li> <li>• half harness</li> </ul>                                                                                                                                                                                   |
| <b>Wind direction</b>                   | <p>[one category]</p> <ul style="list-style-type: none"> <li>• may be determined by             <ul style="list-style-type: none"> <li>○ flags</li> <li>○ smoke</li> <li>○ ripples on the water</li> <li>○ moored boats</li> <li>○ wind on the face</li> </ul> </li> </ul>                       |
| <b>Wind terminology</b>                 | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• wind aft</li> <li>• upwind</li> <li>• downwind</li> <li>• wind abeam</li> <li>• head to wind</li> <li>• luffing</li> <li>• windward</li> <li>• leeward</li> </ul>                                                               |

## Evidence Guide

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>Assessment must confirm sufficient knowledge of small boat sailing theory and sailing conditions to perform basic manoeuvres in the workplace</li> <li>Assessment of performance should be over a minimum of two (2) different occasions covering one category of small boat and all indicated categories from the Range Statements that are applicable to the type of boat sailed and the learner's environment</li> <li>Assessment must confirm the ability to manoeuvre a small boat in light to moderate conditions, demonstrating the ability to               <ul style="list-style-type: none"> <li>sail around a marked course including all major points of sailing in light to moderate conditions without instructor guidance</li> <li>use sails and balance (primary boat controls) to steer/sail the small boat around a marked course</li> <li>independently perform a crew recovery drill in light to moderate conditions</li> <li>select equipment for personal use as well as to care for equipment appropriately</li> </ul> </li> </ul> <p><b>Note : Where learners sail in small boats with more than one crew member, ability to perform all roles required to sail the boat, eg, crewing and helming, must be demonstrated</b></p> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>SROYAC001B Comply with maritime rules and regulations</li> <li>SROYSB001B Use basic skills to sail a small boat in controlled conditions</li> <li>SROOPS002B Plan for minimal environmental impact</li> <li>SROODR002A Plan outdoor recreation activities</li> </ul> </li> <li>This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>Nil</li> </ul> </li> <li>For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>SRONAV001B Navigate in tracked or easy untracked areas</li> <li>SROOPS003B Apply weather information</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>Required knowledge               <ul style="list-style-type: none"> <li>Wind indicators to determine wind direction during sailing a small boat</li> <li>Equipment maintenance so that optimal condition is maintained</li> <li>Knots and their applications to sailing</li> <li>The main points of sailing and sail positions</li> <li>Principles of tacking and gybing</li> <li>Sailing terms/terminology                   <ul style="list-style-type: none"> <li>port/starboard</li> <li>windward</li> <li>leeward</li> </ul> </li> <li>Use of spinnaker and trapeze</li> </ul> </li> <li>Required skills               <ul style="list-style-type: none"> <li>Tacking upwind</li> <li>Knot tying</li> <li>Gybing downwind</li> <li>Sailing close hauled</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                   | <ul style="list-style-type: none"> <li>○ Running</li> <li>○ Reaching</li> <li>○ Rescue drills</li> <li>○ Use of spinnaker and trapeze</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a suitable location and conditions, eg, enclosed water, light winds</li> <li>○ a small sailing boat</li> <li>○ trapeze system</li> <li>○ buoys to mark a course</li> <li>○ personal protective clothing appropriate to location and conditions</li> <li>○ food and water requirements</li> <li>○ Personal Flotation Device (PFD)</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROYSB003B)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the technical skills and equipment knowledge, this unit of competency must be assessed over a minimum of two (2) different occasions (i.e. over several marked courses in light to moderate conditions) in order to ensure consistency of performance over the Range Statements and contexts applicable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a yachting (small boat) sailing activity in the specified conditions. Some components may be assessed on land</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting wind/weather information</li> <li>• <b>Communicating ideas and information</b> - Passing on instructions to crew whilst sailing</li> <li>• <b>Planning and organising activities</b> - Planning strategies to negotiate a course</li> <li>• <b>Working with teams and others</b> - Working with a crew</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles for sailing relative to the wind</li> <li>• <b>Solving problems</b> - Dealing with fluctuating wind directions</li> <li>• <b>Using technology</b> - Using tiller to steer small boat</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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|------------|----------------------------------------------------------|
| SROYSB003B | SAIL A SMALL BOAT IN MODERATE AND/OR VARIABLE CONDITIONS |
| YSB        | Yachting - Small boat                                    |

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

This unit covers the knowledge and skills required to use a variety of different techniques to sail a small boat in moderate and variable conditions to best advantage.

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>1 Apply knowledge of wind, tides and currents to sailing</b>     | 1.1 Determine probable water conditions, based on current information on weather conditions, wind directions and tide times and water depth<br>1.2 Determine the effect of local water conditions on small boats (eg, dinghies) and sailing conditions<br>1.3 Apply knowledge of <b>wind indicators</b> and signs to anticipate gusts, lulls, lifts and knocks<br>1.4 Describe and apply ways in which variations in wind strength and direction may be used to sailing practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>2 Handle a small boat in moderate and/or variable conditions</b> | 2.1 Identify <b>factors to consider when sailing a small boat in moderate and/or variable winds</b><br>2.2 Demonstrate the ability to control the speed of the small boat in <b>moderate and/or variable conditions</b> , by using the techniques of heaving to and by backing the mainsail<br>2.3 Identify situations requiring the reduction of sail whilst afloat and lower/raise the sail efficiently on the water, when applicable<br>2.4 Identify situations favouring the use and benefits of roll tacking and roll gybing and demonstrate the techniques in the appropriate conditions<br>2.5 Apply the primary boat controls, balance, sail trim, <b>stopping techniques</b> and steering to sail the boat efficiently in <b>variable conditions</b><br>2.6 Identify and utilise wind shifts when sailing upwind and downwind<br>2.7 Identify and anticipate gusts and lulls<br>2.8 Implement effective boat handling skills and communication when hit by gusts to maintain or enhance speed at all times<br>2.9 Maintain communication with other craft and with other crew members, where appropriate |
| <b>3 Handle a spinnaker in moderate and/or variable conditions</b>  | 3.1 Launch a spinnaker from both the leeward and windward positions<br>3.2 Trim the spinnaker to cater for changes in wind strength and direction to maintain or enhance speed<br>3.3 Steer the boat to maintain or enhance balance and speed according to the fluctuations in the 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                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Factors to consider when sailing a small boat in moderate and/or variable conditions</b> | [all categories] <ul style="list-style-type: none"> <li>• depowering the rig</li> <li>• sails</li> <li>• centreboard</li> <li>• crew communication</li> <li>• gust anticipation</li> <li>• sailing flat</li> </ul>                                                                              |
| <b>Moderate and/or variable conditions</b>                                                  | <ul style="list-style-type: none"> <li>• winds 10 - 20 knots, variable in strength and direction</li> <li>• waves up to 1.5m</li> </ul>                                                                                                                                                         |
| <b>Small boats</b>                                                                          | [one category] <ul style="list-style-type: none"> <li>• small (18ft and under) unballasted mono or multi hulled vessel with one mast</li> <li>• stayed or unstayed mast</li> <li>• one, two or three sails</li> <li>• one or more crew members</li> </ul>                                       |
| <b>Stopping techniques</b>                                                                  | [all categories] <ul style="list-style-type: none"> <li>• backing the mainsail</li> <li>• heave - to</li> </ul>                                                                                                                                                                                 |
| <b>Variable conditions</b>                                                                  | [all categories] <ul style="list-style-type: none"> <li>• winds 5 - 20 knots, variable in strength and direction</li> <li>• wave conditions, eg, flat to choppy, swell to 1.5m</li> </ul>                                                                                                       |
| <b>Wind indicators</b>                                                                      | [all categories] <ul style="list-style-type: none"> <li>• may be environmental or man made and include               <ul style="list-style-type: none"> <li>○ flags</li> <li>○ smoke</li> <li>○ ripples on the water</li> <li>○ moored boats</li> <li>○ wind on the face</li> </ul> </li> </ul> |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the interaction between the weather, wind, tides and currents to determine local yachting (small boat) sailing conditions in the workplace</li> <li>• Assessment of performance should be over a minimum of two (2) different occasions covering one category of small boat and the prescribed number of categories from the Range Statements that are applicable to the type of boat sailed and the learners environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to               <ul style="list-style-type: none"> <li>○ apply knowledge of a variety of different techniques to sail a marked course in moderate and/or variable conditions to best advantage</li> <li>○ sail in moderate and/or variable conditions using enhanced sail trim and small boat handling techniques</li> <li>○ roll tack and roll gybe</li> <li>○ use a trapeze</li> <li>○ sail with a spinnaker</li> </ul> </li> </ul> <p><b>Note : Where learners sail in small boats with more than one crew member, ability to perform all roles required to sail the boat, eg, crewing and helming, must be demonstrated</b></p> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)               <ul style="list-style-type: none"> <li>○ SROYSB002B Sail a small boat in light to moderate conditions using enhanced skills</li> <li>○ SROOPS003B Apply weather information</li> <li>○ SROODR003A Plan outdoor recreation activities (advanced)</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)               <ul style="list-style-type: none"> <li>○ SROOPS004B Interpret weather conditions in the field</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge               <ul style="list-style-type: none"> <li>○ IALA Buoyage system 'A'                   <ul style="list-style-type: none"> <li>▪ navigation markers</li> <li>▪ port/starboard beacons</li> <li>▪ hazardous area markers</li> </ul> </li> <li>○ Sources of weather information</li> <li>○ Principles underpinning interpretation of weather maps, i.e., use of isobars, wind direction, etc</li> <li>○ Interrelationship between wind, tides and currents</li> <li>○ Use of spinnaker and trapeze</li> </ul> </li> <li>• Required skills               <ul style="list-style-type: none"> <li>○ Application of weather information to interpret local conditions</li> <li>○ Sailing with a spinnaker</li> <li>○ Sailing using a trapeze</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to               <ul style="list-style-type: none"> <li>○ weather and tide information</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                   | <ul style="list-style-type: none"> <li>○ an appropriate craft</li> <li>○ specified additional sailing equipment, eg, spinnaker, trapeze</li> <li>○ a location offering moderate and variable sailing conditions</li> <li>○ personal protective clothing</li> <li>○ food and water requirements</li> <li>○ weather maps</li> <li>○ Personal Flotation Device (PFD)</li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROYSB004B)</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the technical nature of small boat sailing and the variable nature of the wind/weather, 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 small boat sailing in moderate and variable conditions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a yachting (small boat) sailing activity in moderate and/or variable conditions</li> <li>• 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</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting wind/weather information</li> <li>• <b>Communicating ideas and information</b> - Passing on instructions to crew whilst sailing</li> <li>• <b>Planning and organising activities</b> - Planning strategies to negotiate a course</li> <li>• <b>Working with teams and others</b> - Working with a crew</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating angles for sailing relative to the wind</li> <li>• <b>Solving problems</b> - Dealing with fluctuating wind directions</li> <li>• <b>Using technology</b> - Using a tiller to steer a small boat</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SROYSB004A | INSTRUCT YACHTING (SMALL BOATS) |
| YSB        | Yachting - Small boat           |

**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 yachting activity (small boats).

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

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

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

## Range Statements

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

| RANGE STATEMENT              | CATEGORIES                                                                                                                                                                                                                                                                                                                                   |
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| <b>Equipment</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• small boat yacht</li> <li>• Personal Flotation Device (PFD)</li> <li>• food and water resources</li> <li>• safety equipment (including First Aid kits)</li> <li>• repair equipment</li> <li>• small boat yachting specific equipment</li> <li>• rescue equipment</li> </ul> |
| <b>Hazards</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ environmental hazards</li> <li>○ rocks</li> <li>○ other craft</li> <li>○ waves</li> <li>○ manmade objects</li> </ul> </li> </ul>                                                                                       |
| <b>Other related factors</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location</li> <li>• equipment</li> <li>• planning process</li> <li>• group management</li> <li>• sequencing of skill acquisition/progression</li> <li>• skill acquisition tasks/activities</li> <li>• feedback mechanisms</li> </ul>                                        |
| <b>Other resources</b>       | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ food and water</li> <li>○ personal clothing</li> <li>○ teaching aids</li> <li>○ suitable body of water for teaching of unit(s)</li> </ul> </li> </ul>                                                         |
| <b>Sequence</b>              | <p>[two categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ simple to complex</li> <li>○ "part" to "whole"</li> <li>○ chronological</li> <li>○ known to unknown</li> </ul> </li> </ul>                                                                                             |

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|  | <ul style="list-style-type: none"><li>○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)</li><li>○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)</li><li>○ I.D.E.A (introduce, demonstrate, explain, apply)</li><li>○ orientate, enhance, synthesise</li></ul> |
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## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a yachting (small boat) instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace</li> <li>• 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 yachting (small boat) skills</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate technique to             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ demonstrate small boat yachting techniques or skills accurately</li> <li>○ establish a positive learning environment</li> <li>○ recognise different client abilities and teach to suit individual needs</li> <li>○ provide constructive feedback which enhances the client's learning</li> <li>○ provide instruction in required knowledge and skills for small boat yachting</li> <li>○ apply knowledge of relevant rules, safety procedures, regulations and legislation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ BSZ404A Train small groups</li> <li>○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is                 <ul style="list-style-type: none"> <li>▪ SROYSB003B Sail a small boat in moderate and/or variable conditions</li> </ul> </li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Of activity location and its suitability for the conduct of the instructional session</li> <li>○ Industry guidelines, codes of practice, recommended staff/client ratios</li> <li>○ Relevant legislation impacting upon the instruction or conduct of small boat yachting                 <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety</li> <li>▪ land and water management authorities</li> <li>▪ local government</li> </ul> </li> <li>○ Theories of instruction applicable to a range of ages and learning abilities</li> <li>○ Client abilities and needs, in order to adapt the instructional session</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                   | <ul style="list-style-type: none"> <li>○ Safety procedures during the conduct or instruction of small boat yachting skills</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Rescue competencies to effectively deal with emergencies whilst instructing small boat yachting</li> <li>○ Instructional techniques to adapt sessions to meet a variety of learning abilities</li> <li>○ Small boat yachting skills to demonstrate and correct technique</li> <li>○ Weather interpretation skills to select appropriate site and aid in hazard identification</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ suitable locations (indoor and/or outdoor) for the conduct of small boat yachting instructional sessions</li> <li>○ small boat yachting equipment, eg, yacht, suitable sails, Personal Flotation Device (PFD)</li> <li>○ suitable personal clothing</li> <li>○ first aid kit</li> <li>○ rescue equipment</li> <li>○ instructional tools may include <ul style="list-style-type: none"> <li>▪ video</li> <li>▪ television</li> <li>▪ whiteboard</li> <li>▪ handouts</li> </ul> </li> <li>○ food and water resources</li> <li>○ client groups</li> </ul> </li> <li>• Human resources - assessment of this 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 <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained 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></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 small boat yachting skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a yachting (small boat) activity with a range of clients (not peers)</li> <li>• 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</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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|  | <p>knowledge and skills and consideration of required attitudes</p> <ul style="list-style-type: none"><li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
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| KEY COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                            |                             |                                     |                |                |
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| 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              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting background information on clients</li> <li>• <b>Communicating ideas and information</b> - Using various teaching methods to instruct skills</li> <li>• <b>Planning and organising activities</b> - Developing a sequential teaching plan</li> <li>• <b>Working with teams and others</b> - Dealing with groups of clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Using mathematical type terms to aid teaching of skills, eg, clock face</li> <li>• <b>Solving problems</b> - Overcoming clients learning difficulties</li> <li>• <b>Using technology</b> - Using audio-visual teaching aids</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |