Australian Government

SIS Sport, Fitness and Recreation Training Package

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Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

SIS10115 Certificate I in Sport and Recreation

Modification History

Not applicable.

Qualification Description

This qualification allows individuals to develop basic functional knowledge and skills to prepare for work in the sport and recreation industry. The range of technical knowledge and skills is limited. It does not have an industry employment outcome.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

8 units must be completed:

- 5 core units
- 3 elective units, consisting of:
  - 3 units from the list below, elsewhere in SIS Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core

HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXCAI001	Provide equipment for activities
SISXCAI002	Assist with activity sessions
SISXIND001	Work effectively in sport, fitness and recreation environments

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General Electives

BSBCMM101	Apply basic communication skills
BSBLED101	Plan skills development
BSBWOR202	Organise and complete daily work activities
SISXCCS001	Provide quality service
SISXFIN002	Process financial transactions

Qualification Mapping Information

SIS10113 Certificate I in Sport and Recreation

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SIS20115 Certificate II in Sport and Recreation

Modification History

Not applicable.

Qualification Description

This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

They work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

Possible job titles include:

- community activities assistant
- customer service assistant
- leisure assistant
- recreation assistant
- retail assistant
- grounds assistant
- facility assistant.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

13 units must be completed:

- 8 core units
- 5 elective units, consisting of:
  - 2 units from the list below

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- 3 units from the list below, elsewhere in SIS Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core

BSBWOR202	Organise and complete daily work activities
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXCAI002	Assist with activity sessions
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge

General Electives

BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR201	Manage personal stress in the workplace
CHCCOM001	Provide first point of contact
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
ICTICT203	Operate application software packages
SIRXMER201	Merchandise products
SIRXSLS002A	Advise on products and service
SISCAQU002	Perform basic water rescues
SISXCAI001	Provide equipment for activities

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SISXFAC001	Maintain equipment for activities
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXFIN002	Process financial transactions

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SIS20221 Certificate II in Sport - Developing Athlete

Modification History

Supersedes and is equivalent to SIS20219 Certificate II in Sport - Developing Athlete.

Qualification Description

This qualification reflects the role of individuals who apply the skills and knowledge to pursue a career as an athlete at a regional, state or territory level in a specific sport in the Australian sport industry.

This qualification reflects the role of a developing athlete and provides a pathway to work as an athlete in a specific sport. Individuals with this qualification are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the guidance of a coach.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

9 units must be completed:

- 5 core units
- 4 elective units, consisting of:
  - 1 unit from Group A
  - at least 2 units from the electives listed in Group A or Group B
  - up to 1 elective unit can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBPEF301 Organise personal work priorities

FNSFLT211 Develop and use personal budgets

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SIRXWHS001 Work safely

SISSPAR003 Follow specialist dietary advice

SISSPAR007 Work as an athlete

Elective units

Group A: Sport-specific electives

SISSAFL001 Participate in Australian football at an intermediate level

SISSCKT001 Participate in cricket at an intermediate level

SISSGLF002 Participate in golf at an intermediate level

SISSNTB002 Participate in netball at an intermediate level

SISSPAR001 Participate in sport at an intermediate level

SISSRGL002 Participate in rugby league at an intermediate level

SISSTOU001 Participate in touch at an intermediate level

Group B: General electives

HLTAID011 Provide First Aid

ICTICT214 Operate application software packages

SISSPAR004 Book athlete travel and accommodation

SISSPAR009 Participate in conditioning for sport

SISSSOF001 Work as an official in sport

SISSSOF002 Continuously improve officiating skills and knowledge

SISSSOF003 Officiate sport competitions

SISXCAI001 Provide equipment for activities

SISXFAC002 Maintain sport, fitness and recreation facilities

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Qualification Mapping Information

Supersedes and is equivalent to SIS20219 Certificate II in Sport - Developing Athlete.

Links

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SIS20321 Certificate II in Sport Coaching

Modification History

Supersedes and is equivalent to SIS20319 Certificate II in Sport Coaching.

Qualification Description

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport.

This qualification pathway to work in assistant coaching roles working or volunteering at community based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Possible job role titles depend on the specific sport may include assistant coach.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

7 units must be completed:

- 3 core units
- 4 elective units, consisting of:
  - 1 unit from Group A
  - at least 1 unit from the electives listed in Group A or Group B
  - up to 2 elective units can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

HLTAID011 Provide First Aid

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SIRXWHS001	Work safely
SISSSCO002	Work in a community coaching role

Elective units

Group A: Sport-specific electives

SISSATH001	Conduct athletics coaching sessions with foundation level participants
SISSBSB001	Conduct basketball coaching sessions with foundation level participants
SISSNTB001	Conduct netball coaching sessions with foundation level participants
SISSRGL001	Conduct rugby league coaching sessions with foundation level participants
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSSQU001	Conduct squash coaching sessions with foundation level participants
SISSSUR001	Conduct surf life saving coaching sessions with foundation level participants
SISSTPB001	Conduct tenpin bowling coaching sessions with foundation level participants

Group B: General electives

CHCVOL001	Be an effective volunteer
ICTICT214	Operate application software packages
SISSSOF001	Work as an official in sport
SISSSOF002	Continuously improve officiating skills and knowledge
SISSSOF003	Officiate sport competitions
SISXCAI001	Provide equipment for activities
SISXEMR001	Respond to emergency situations
SISXFAC002	Maintain sport, fitness and recreation facilities

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Qualification Mapping Information

Supersedes and is equivalent to SIS20319 Certificate II in Sport Coaching.

Links

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SIS20419 Certificate II in Outdoor Recreation

Modification History

Release 2. Supersedes and is equivalent to Release 1. SIS20419 Certificate II in Outdoor Recreation.

Release 1. No equivalent qualification.

Qualification Description

This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.

Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps. The combined skills and knowledge provided by this qualification do not provide for a job outcome as a leader and further training would be required before moving into those roles.

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

11 units must be completed:

- 4 core units
- 7 elective units, consisting of:
  - 3 units from Group A
  - 4 units from Group A, Group B, elsewhere in the SIS Training Package, or from any other current training package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Electives which appear in *italics* have prerequisite units of competency, which are also listed within their appropriate group.

Core units

HLTWHS001 Participate in workplace health and safety

SISOFLD001 Assist in conducting recreation sessions

SISOFLD002 Minimise environmental impact

SISXIND002 Maintain sport, fitness and recreation industry knowledge

Elective units

Group A Activity units

SISCAQU002 Perform basic water rescues

SISOABS001 Abseil single pitches using fundamental skills

SISOBWG001 Bushwalk in tracked environments

SISOCLM001 Top rope climb single pitches, artificial surfaces

SISOCLM002 Top rope climb single pitches, natural surfaces

SISOCNE001 Paddle a craft using fundamental skills

SISOCVE001 Traverse caves

SISOCYT001 Set up, maintain and repair bicycles

SISOCYT002 Ride bicycles on roads and pathways, easy conditions

SISOCYT004 Ride off road bicycles on easy trails

SISODRV001 Drive AWD/4WD vehicles on unsealed roads

SISOEQU001 Handle horses

SISOEQU002 Ride horses using fundamental skills

SISOFLD006 Navigate in tracked environments

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SISOFSH001 Locate, attract and catch fish

SISOFSH002 Select and catch bait

SISOFSH003 Select and rig tackle outfits

SISOKYS001 Paddle a sea kayak in enclosed waters

SISOPWC001 Ride personal watercraft in smooth water conditions

SISOSAI001 Sail small boats in smooth water and light to moderate wind conditions

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

SISOSCB002 SCUBA dive from boats

SISOSCB004 Navigate prescribed routes underwater

SISOSKT001 Ski on easy cross country terrain

SISOSNK001 Snorkel

SISOSRF001 Surf small waves using basic manoeuvres

SISOSUP001 Paddle a stand up board on inland flatwater

SISOWIN001 Windsurf in smooth water and light wind conditions

Group B General electives

HLTAID011 Provide First Aid

ICTICT214 Operate application software packages

MEM13015 Work safely and effectively in manufacturing and engineering

MEM16006 Organise and communicate information

MEM50008 Carry out trip preparation and planning

MEM50009 Safely operate a mechanically powered recreational boat

MEM50010 Respond to boating emergencies and incidents

SISXCAI001 Provide equipment for activities

SISXCCS001 Provide quality service

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SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXFIN002	Process financial transactions
SITXCOM002	Show social and cultural sensitivity
SITXFSA001	Use hygienic practices for food safety
SITXFSA002	Participate in safe food handling practices
TLIB0002	Carry out vehicle inspection
TLIB2008	Carry out inspection of trailers
TLIH3002	Plan and navigate routes

Qualification Mapping Information

Release 2.	Supersedes and is equivalent to Release 1. SIS20419 Certificate II in Outdoor Recreation.
Release 1.	No equivalent qualification.

Links

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SIS30115 Certificate III in Sport and Recreation

Modification History

Not applicable.

Qualification Description

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Possible job titles include:

- recreation officer
- activity operation officer
- sport and recreation attendant
- community activities officer
- leisure services officer.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

15 units must be completed:

- 9 core units
- 6 elective units, consisting of:
  - 3 units from the list below
  - 3 units from the list below, elsewhere in SIS Training Package, or any other current Training Package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core

BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
BSBWOR301	Organise personal work priorities and development
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
SISXCAI004	Plan and conduct programs
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations

General Electives

BSBADM307	Organise schedules
BSBADM311	Maintain business resources
BSBCRT301	Develop and extend critical thinking skills
BSBFIA303	Process accounts payable and receivable
BSBINM301	Organise workplace information
BSBWOR204	Use business technology
HLTAID006	Provide advanced first aid
ICTICT203	Operate application software packages
SIRXMER303	Coordinate merchandise presentation
SIRXSLS304	Coordinate sales performance
SISXADM001	Organise and supervise participant travel
SISXCAI006	Facilitate groups

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SISXDIS001	Facilitate inclusion for people with a disability
SISXDIS002	Plan and conduct disability programs
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXFAC003	Implement facility maintenance programs
SISXFAC005	Manage stock supply and purchase
SISXFIN002	Process financial transactions
SISXIND003	Maintain legal knowledge for organisation governance
SISXIND006	Conduct sport, fitness or recreation events
SISXMGT001	Develop and maintain stakeholder relationships
SISXRES001	Conduct sustainable work practices in open spaces
SISXRES002	Educate user groups
SITXFSA101	Use hygienic practices for food safety

Qualification Mapping Information

SIS30513 Certificate III in Sport and Recreation

Links

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SIS30321 Certificate III in Fitness

Modification History

Supersedes and is not equivalent to SIS30315 Certificate III in Fitness.

Qualification Description

This qualification reflects the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgment to solve routine issues within the parameters of clearly defined organisational policies and procedures.

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

15 units must be completed:

- 11 core units
- 4 elective units, consisting of:
  - 2 units from the list below
  - 2 units from the list below, elsewhere in the SIS Training Package, or from any other current training package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid

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HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information

Elective units

BSBOPS403	Apply business risk management processes
BSBSUS211	Participate in sustainable work practices
BSBWHS332X	Apply infection prevention and control procedures to own work activities
BSBXTW301	Work in a team
CHCDIV001	Work with diverse people
CHCMHS001	Work with people with mental health issues
HLTWHS005	Conduct manual tasks safely
SIRXSLS001	Sell to the retail customer
SISCAQU002	Perform basic water rescues
SISCCRO001	Plan and conduct recreation programs for older persons
SISFFIT037	Develop and instruct group movement programs for children
SISFFIT038	Plan group water-based exercise sessions
SISFFIT039	Instruct group water-based exercise sessions
SISFFIT048	Use anatomy and physiology knowledge to support safe and effective water-based exercise

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SISXDIS001	Facilitate inclusion for people with a disability
SISXEMR001	Respond to emergency situations
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXFIN002	Process financial transactions
SISXIND009	Respond to interpersonal conflict
SISXIND010	Protect children and young people
SISXRES002	Educate user groups

Qualification Mapping Information

Supersedes and is not equivalent to SIS30315 Certificate III in Fitness.

Links

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SIS30421 Certificate III in Sport - Athlete

Modification History

Supersedes and is equivalent to SIS30419 Certificate III in Sport – Athlete.

Qualification Description

This qualification reflects the role of individuals who apply the skills and knowledge to undertake a career as an athlete at a regional, state or national level in a specific sport in the Australian sport industry. Athletes at this level may have access to match-payments, prize money, grants or endorsements as the primary source of their income.

This qualification provides a pathway to work as an athlete. Individuals with this qualification train for events, work with coaches and support staff, compete in sport at a regional, state or territory level and undertake promotional duties. They possess a range of well-developed skills where discretion and judgement are required. They are responsible for their own outputs under the guidance of a coach.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

10 units must be completed:

- 6 core units
- 4 elective units, consisting of:
  - 1 unit from Group A, Group B or Group C
  - at least 2 units from the electives listed in Group D
  - up to 1 elective unit can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

Packaging Rules for each specialisation:

- Group A elective must be selected for award of the Certificate III in Sport - Athlete (Cricket)
- Group B elective must be selected for award of the Certificate III in Sport - Athlete (Golf).

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

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Core units

BSBPEF301	Organise personal work priorities
FNSFLT311	Develop and apply knowledge of personal finances
HLTWHS001	Participate in workplace health and safety
SISSPAR005	Develop athlete personal brand
SISSPAR007	Work as an athlete
SISSPAR008	Maintain personal wellbeing as an athlete

Elective units

Group A: Cricket

SISSCKT002	Participate in cricket at an advanced level

Group B: Golf

SISSGLF003	Participate in golf at an advanced level

Group C: Sport-specific electives

SISSAFL002	Participate in Australian Football at an advanced level
SISSPAR002	Participate in sport at an advanced level

Group D: General electives

BSBCMM411	Make presentations
BSBOPS403	Apply business risk management processes
HLTAID011	Provide First Aid
ICTICT214	Operate application software packages
SISSPAR003	Follow specialist dietary advice
SISSPAR004	Book athlete travel and accommodation

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SISSPAR006	Prepare and present athlete sponsorship proposals
SISSPAR009	Participate in conditioning for sport
SISSSOF001	Work as an official in sport
SISSSOF002	Continuously improve officiating skills and knowledge
SISSSOF003	Officiate sport competitions
SISXCAI001	Provide equipment for activities
SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities

Qualification Mapping Information

Supersedes and is equivalent to SIS30419 Certificate III in Sport – Athlete.

Links

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SIS30521 Certificate III in Sport Coaching

Modification History

Supersedes and is equivalent to SIS30519 Certificate III in Sport – Coach.

Qualification Description

This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport.

This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of well-developed skills where discretion and judgement are required. They are responsible for their own outputs.

Possible job titles depend on the specific sport and may include community coach.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

10 units must be completed:

- 6 core units
- 4 elective units, consisting of either:
  - 1 unit from Group A or Group B or Group C
  - at least 1 unit from the electives listed in Group E
  - up to 2 elective units can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course

  or

  - all the units in Group D.

Packaging Rules for each specialisation:

- Group B elective must be selected for award of the Certificate III in Sport Coaching (Swimming)

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- Group C elective must be selected for award of the Certificate III in Sport Coaching (Tennis)
- Group D electives must be selected for award of the Certificate III in Sport Coaching (Equestrian).

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBOPS403	Apply business risk management processes
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO003	Meet participant coaching needs
SISSSCO005	Continuously improve coaching skills and knowledge

Elective units

Group A: Sport-specific electives

SISSBSB002	Coach basketball participants up to an intermediate level
SISSSCO012	Coach sport participants up to an intermediate level
SISSVOL001	Coach volleyball participants up to an intermediate level

Group B: Swimming

SISSSWM001	Coach swimmers up to a competitive level

Group C: Tennis

SISSTNS001	Coach junior players in tennis

Group D: Equestrian

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ACMEQU202	Handle horses safely
ACMEQU205	Apply knowledge of horse behaviour
ACMEQU210	Lunge educated horses
SISSEQS001	Coach individual participants in the introduction of equestrian activities

Group E: General electives

BSBOPS405	Organise business meetings
CHCYTH001	Engage respectfully with young people
SISSSCO006	Implement sport selection policies and procedures
SISSSCO009	Work collaboratively with others in a sport environment
SISSSCO016	Coach participants in sport competition
SISSSOF001	Work as an official in sport
SISSSOF002	Continuously improve officiating skills and knowledge
SISSSOF003	Officiate sport competitions
SISSSPT001	Implement sport injury prevention and management strategies
SISXADM001	Organise and supervise participant travel
SISXCAI009	Instruct strength and conditioning techniques
SISXDIS001	Facilitate inclusion for people with a disability
SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities
SISXIND006	Conduct sport, fitness or recreation events
SISXIND009	Respond to interpersonal conflict
SISXIND010	Protect children and young people

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Qualification Mapping Information

Supersedes and is equivalent to SIS30519 Certificate III in Sport – Coach.

Links

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SIS30619 Certificate III in Outdoor Leadership

Modification History

Release 2.	Supersedes and is equivalent to Release 1. SIS30619 Certificate III in Outdoor Leadership.
Release 1.	No equivalent qualification.

Qualification Description

This qualification reflects the role of skilled outdoor recreation leaders who lead and supervise dependent participants in recreational activities according to pre-determined activity plans, adjusting as required to suit conditions and participant abilities.

Leaders are skilled in recreational activity techniques and have well-developed leadership skills to manage group participation, cohesion, operational logistics, risk and problems as they arise. Using discretion and judgement, they work with some independence and under limited supervision using clearly defined plans, policies and procedures to guide work activities.

This qualification reflects the role of leaders who can work in a range of settings including indoor centres and outdoor adventure learning centres and camps, or relatively close to base in the field. They have access to reliable communication systems and assistance from medical and emergency services. When in the field, supervision is provided remotely, in the form of support from base, to deal appropriately with unplanned events or significant problems.

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

22 units must be completed:

- 9 core units
- 13 elective units, consisting of:

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- all the units in any two Groups A to AB
- the remaining elective units can be selected from Groups A to AB, Group AC, elsewhere in the SIS Training Package, or from any other current training package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Electives which appear in *italics* have prerequisite units of competency, which are also listed within their appropriate group.

Core units

HLTWHS001 Participate in workplace health and safety

PUAOPE013 Operate communications systems and equipment

SISOFLD002 Minimise environmental impact

SISOPLN001 Finalise operation of outdoor recreation activities

SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities

SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities

SISXCCS001 Provide quality service

SISXEMR001 Respond to emergency situations

SISXFAC001 Maintain equipment for activities

Elective units

Group A: Abseiling, Artificial Surfaces

SISOABS002 Abseil single pitches, artificial surfaces

SISOABS005 Establish ropes for single pitch abseiling on artificial surfaces

SISOABS008 Lead single pitch abseiling activities on artificial surfaces

Group B: Abseiling, Natural Surfaces

SISOABS003 Abseil single pitches, natural surfaces

SISOABS006 Establish ropes for single pitch abseiling on natural surfaces

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SISOABS009 Lead single pitch abseiling activities on natural surfaces

SISOFLD006 Navigate in tracked environments

SISORSC002 Perform vertical rescues

Group C: Bushwalking, Tracked Environments

SISOBWG001 Bushwalk in tracked environments

SISOBWG005 Lead bushwalks in tracked environments

SISOFLD006 Navigate in tracked environments

Group D: Bushwalking, Difficult Tracked Environments

SISOBWG002 Bushwalk in difficult tracked environments

SISOBWG006 Lead bushwalks in difficult tracked environments

SISOFLD007 Navigate in difficult tracked environments

Group E: Challenge Course, Low elements

SISOABL001 Lead adventure-based learning activities

SISOCHC001 Lead challenge course sessions, low elements

Group F: Challenge Course, High elements

SISOABL001 Lead adventure-based learning activities

SISOCHC003 Lead challenge course sessions, high elements

Group G: Climbing, Artificial Surfaces

SISOCLM001 Top rope climb single pitches, artificial surfaces

SISOCLM005 Establish belays for single pitch climbing on artificial surfaces

SISOCLM008 Lead single pitch climbing activities on artificial surfaces, top rope climbing

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Group H: Climbing, Natural Surfaces, Top Rope

SISOCLM002 Top rope climb single pitches, natural surfaces

SISOCLM006 Establish belays for single pitch climbing on natural surfaces

SISOCLM009 Lead single pitch climbing activities on natural surfaces, top rope climbing

SISOFLD006 Navigate in tracked environments

SISORSC002 Perform vertical rescues

Group I: Canoeing, Inland Flat Water

SISOCNE002 Paddle a canoe on inland flatwater

SISOCNE005 Lead canoeing activities on inland flatwater

Group J: Caving

SISOCVE001 Traverse caves

SISOCVE002 Descend and ascend ladders in caves

SISOCVE003 Abseil single pitches in caves

SISOCVE004 Descend and ascend single ropes in caves

SISOCVE005 Establish ropes, ladders and belays for caving

SISOCVE006 Lead caving activities

SISORSC002 Perform vertical rescues

Group K: Cycle Touring, On Road

SISOCYT001 Set up, maintain and repair bicycles

SISOCYT002 Ride bicycles on roads and pathways, easy conditions

SISOCYT006 Lead cycling activities on roads and pathways, easy conditions

TLIH3002 Plan and navigate routes

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Group L: Cycle Touring, Off Road Easy Trails

SISOCYT001 Set up, maintain and repair bicycles

SISOCYT004 Ride off road bicycles on easy trails

SISOCYT008 Lead off road cycling activities on easy trails

SISOFLD006 Navigate in tracked environments

Group M: Four Wheel Driving

FWPCOT3260 Recover four wheel drive vehicles

SISODRV002 Lead four wheel driving activities

TLIB0002 Carry out vehicle inspection

TLIC2025 Operate four wheel drive vehicle

TLIH3002 Plan and navigate routes

Group N: Horse Trail Riding

RGRPSH308 Provide first aid and emergency care for horses or other equines

SISOEQU001 Handle horses

SISOEQU002 Ride horses using fundamental skills

SISOEQU003 Ride horses on tracked trail rides

SISOEQU005 Guide horse trail rides in tracked areas

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

SISOFLD006 Navigate in tracked environments

Group O: Fishing

SISOFSH001 Locate, attract and catch fish

SISOFSH002 Select and catch bait

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SISOFSH003 Select and rig tackle outfits

SISOFSH004 Lead fishing activities

Group P: Kayaking, Inland Flatwater

SISOKYK001 Paddle a kayak on inland flatwater

SISOKYK005 Lead kayaking activities on inland flatwater

Group Q: Sea Kayaking, Enclosed Waters

SISOKYS001 Paddle a sea kayak in enclosed waters

SISOKYS004 Lead sea kayaking activities in enclosed waters

Group R: Personal Water Craft

SISOFLD005 Navigate waterway courses

SISOPWC001 Ride personal watercraft in smooth water conditions

SISOPWC002 Ride personal watercraft in slight water conditions

SISOPWC003 Lead personal water craft activities in smooth water conditions

SISOPWC004 Lead personal water craft activities in slight water conditions

Group S: Rafting, Grade 2 Rivers

SISOFLD006 Navigate in tracked environments

SISORAF001 Guide a raft on grade 2 rivers

SISORAF004 Lead rafting activities on grade 2 rivers

SISORSC004 Self rescue in white water

SISORSC005 Rescue others in white water

Group T: Sailing Small Boats

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SISOSAI001 Sail small boats in smooth water and light to moderate wind conditions

SISOSAI002 Sail small boats in partially smooth water and moderate to fresh wind conditions

SISOSAI004 Lead sailing activities in smooth water and light to moderate wind conditions

SISOSAI005 Lead sailing activities boats in partially smooth water and moderate to fresh wind conditions

Group U: SCUBA Diving

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

SISOSCB004 Navigate prescribed routes underwater

SISOSCB006 Perform diver rescues

SISOSCB010 Lead SCUBA diving activities

Group V: Ski Touring

SISOFLD007 Navigate in difficult tracked environments

SISOSKT001 Ski on easy cross country terrain

SISOSKT003 Use snow craft skills for alpine touring

SISOSKT004 Lead skiing activities on easy cross country terrain

Group W: Snorkelling

SISCAQU002 Perform basic water rescues

SISOSNK001 Snorkel

SISOSNK002 Lead snorkelling activities

Group X: Surfing, Beginner

SISORSC007 Perform basic surf rescues

SISOSRF001 Surf small waves using basic manoeuvres

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SISOSRF004 Lead surfing activities, small waves and basic manoeuvres

Group Y: Surfing, Intermediate

SISORSC007 Perform basic surf rescues

SISOSRF002 Surf waves using intermediate manoeuvres

SISOSRF005 Lead surfing activities, intermediate manoeuvres

Group Z: Stand up Paddle Boarding, Inland Flatwater

SISOSUP001 Paddle a stand up board on inland flatwater

SISOSUP004 Lead stand up paddle boarding activities on inland flatwater

Group AA: Stand up Paddle Boarding, Surf

SISORSC007 Perform basic surf rescues

SISOSUP002 Paddle a stand up board in small waves

SISOSUP005 Lead stand up paddle boarding activities on small waves

Group AB: Windsurfing

SISCAQU002 Perform basic water rescues

SISOWIN001 Windsurf in smooth water and light wind conditions

SISOWIN002 Lead windsurfing activities in smooth water and light wind conditions

Group AC: General electives

ACMHBR310 Prevent and treat equine injury and disease

BSBPEF301 Organise personal work priorities

CHCPRT002 Support the rights and safety of children and young people

CHCYTH001 Engage respectfully with young people

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FWPFGM3214 Operate a four wheel drive in a towing situation

HLTAID011 Provide First Aid

ICTICT214 Operate application software packages

MEM13015 Work safely and effectively in manufacturing and engineering

MEM16006 Organise and communicate information

MEM50008 Carry out trip preparation and planning

MEM50009 Safely operate a mechanically powered recreational boat

MEM50010 Respond to boating emergencies and incidents

SISOARC001 Lead archery sessions

SISODRV001 Drive AWD/4WD vehicles on unsealed roads

SISOFLD003 Select, set up and operate a temporary or overnight site

SISOSCB002 SCUBA dive from boats

SISOSCB003 SCUBA dive at night

SISOSCB007 Inspect and fill SCUBA cylinders

SISOSCB008 SCUBA dive using Enriched Air Nitrox

SISXCAI001 Provide equipment for activities

SISXCAI006 Facilitate groups

SISXDIS001 Facilitate inclusion for people with a disability

SISXFAC002 Maintain sport, fitness and recreation facilities

SISXFAC003 Implement facility maintenance programs

SISXFIN002 Process financial transactions

SISXIND001 Work effectively in sport, fitness and recreation environments

SISXIND002 Maintain sport, fitness and recreation industry knowledge

SISXIND010 Protect children and young people

SITTGDE002 Work as a guide

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SITTGDE004	Lead tour groups
SITTGDE005	Prepare and present tour commentaries or activities
SITTGDE006	Develop and maintain the general and regional knowledge required by guides
SITTGDE007	Research and share general information on Australian Indigenous cultures
SITTGDE008	Prepare specialised interpretive content on flora, fauna and landscape
SITTGDE009	Prepare specialised interpretive content on marine environments
SITTGDE010	Prepare specialised interpretive content on cultural and heritage environments
SITTGDE011	Coordinate and operate tours
SITTTOP002	Provide outdoor catering
SITXCOM002	Show social and cultural sensitivity
SITXFSA001	Use hygienic practices for food safety
SITXFSA002	Participate in safe food handling practices
TAEDEL301	Provide work skill instruction
TLIB2003	Carry out vehicle servicing and maintenance
TLIB2008	Carry out inspection of trailers
TLIB2119	Carry out maintenance of trailers

Qualification Mapping Information

Release 2.	Supersedes and is equivalent to Release 1. SIS30619 Certificate III in Outdoor Leadership.
Release 1.	No equivalent qualification.

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Links

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SIS31015 Certificate III in Aquatics and Community Recreation

Modification History

Release	Comments
1.1	Correction to typographical error in unit title for SISXCCS001 Provide quality service.
1.0	Release of SIS Sport, Fitness and Recreation Training Package.

Qualification Description

This qualification reflects the role of individuals who work in aquatic facilities or environments, and recreation facilities. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and activities.

This qualification provides a pathway to work as a swimming teacher, pool lifeguard, or recreation leader.

Possible job titles include:

- swimming teacher
- pool lifeguard
- recreation leader.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

14 units must be completed:

- 5 core units
- 9 elective units, consisting of:
  - 3 units in Group A

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- remaining units to make up the required 9 elective units from Group A or Group B; maximum of 2 units from elsewhere in SIS Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core

SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXRES002	Educate user groups

Group A – Essential Imported Units

BSBRSK401	Identify risk and apply risk management processes
BSBWOR301	Organise personal work priorities and development
HLTAID003	Provide first aid
SFICOMP205B	Communicate effectively in cross-cultural environments

Group B - General Electives

BSBITU201	Produce simple word processed documents
CHCCDE002	Develop and implement community programs
CHCYTH301E	Work effectively with young people
HLTAID006	Provide advanced first aid
HLTFA211A	Provide basic emergency life support
ICTICT203	Operate application software packages
PUAEME001B	Provide emergency care
PUAEME003C	Administer oxygen in an emergency situation

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PUAEME004A	Provide emergency care for suspected spinal injury
PUAOPE010C	Operate an automated external defibrillator in an emergency
SIRXCCS201	Apply point-of-sale handling procedures
SIRXSLS201	Sell products and services
SISCAQU001	Test pool water quality
SISCAQU002	Perform basic water rescues
SISCAQU006	Supervise clients in aquatic locations
SISCAQU007	Perform advanced water rescues
SISCAQU008	Instruct water familiarisation, buoyancy and mobility skills
SISCAQU009	Instruct clients in water safety and survival skills
SISCAQU010	Instruct swimming strokes
SISCAQU011	Promote development of infants and toddlers in an aquatic environment
SISCAQU012	Assist participants with a disability during aquatic activities
SISCCRO001	Plan and conduct recreation programs for older persons
SISFFIT011	Instruct approved community fitness programs
SISXADM001	Organise and supervise participant travel
SISXCAI001	Provide equipment for activities
SISXCAI006	Facilitate groups
SISXCAI007	Assist with activities not requiring equipment
SISXDIS001	Facilitate inclusion for people with a disability
SISXDIS002	Plan and conduct disability programs
SISXFIN001	Develop and review budgets for activities or projects
SISXFIN002	Process financial transactions
SISXHRM001	Recruit and manage volunteers
SISXMGT001	Develop and maintain stakeholder relationships

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Qualification Mapping Information

No equivalent qualification.

Links

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SIS40115 Certificate IV in Sport and Recreation

Modification History

Release	Comments
Release 2	Release 2. SIS40115 Certificate IV in Sport and Recreation supersedes and is equivalent to Release 1. SIS40115 Certificate IV in Sport and Recreation. Modifications include removal of unused units of competency in response to Skills Reform Ministerial Statement - 9 October 2020. Elective unit removed: SISCAQU013 Coordinate lifeguard service at an aquatic facility.
Release 1	Release 1. SIS40115 Certificate IV in Sport and Recreation.

Qualification Description

This qualification reflects the role of individuals who work in the sport and recreation industry in an administrative or organisational capacity. These individuals are able to plan, conduct and evaluate activities of others, deal with unpredictable and non-routine situations and provide leadership and guidance to staff.

The qualification provides a pathway to work in a diversity of sport and recreation locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres or sporting organisations and associations.

Possible job titles include:

- facility coordinator
- administration coordinator
- duty manager
- recreation coordinator
- swim school coordinator
- operations coordinator
- aquatic operations coordinator.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

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Entry Requirements

There are not entry requirements for this qualification.

Packaging Rules

17 units must be completed:

- 10 core units
- 7 elective units, consisting of:
  - 4 units from the list below
  - 3 units from the list below, elsewhere in SIS Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core

BSBRSK401 Identify risk and apply risk management processes

BSBWOR404 Develop work priorities

CHCCCS020 Respond effectively to behaviours of concern

HLTAID003 Provide first aid

HLTWHS003 Maintain work health and safety

SISXCCS003 Address client needs

SISXFIN001 Develop and review budgets for activities or projects

SISXIND004 Analyse participation patterns

SISXIND005 Coordinate work teams or groups

SISXMGT001 Develop and maintain stakeholder relationships

General Electives

BSBFIA301 Maintain financial records

BSBFIA302 Process payroll

BSBFIA304 Maintain a general ledger

BSBGOV401 Implement board member responsibilities

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BSBHRM404	Review human resources functions
BSBHRM405	Support the recruitment, selection and induction of staff
BSBHRM501	Manage human resource services
BSBPMG522	Undertake project work
BSBSMB407	Manage a small team
CHCCDE004	Implement participation and engagement strategies
CHCCDE005	Develop and support relevant community resources
CHCCDE007	Develop and provide community projects
CHCCDE010	Develop and lead community engagement strategies to enhance participation
CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCLAH002	Contribute to leisure and health programming
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCYTH001	Engage respectfully with young people
CHCYTH009	Support youth programs
HLTAID006	Provide advanced first aid
ICTICT203	Operate application software packages
PSPPROC414A	Manage contracts
SISCAQU001	Test pool water quality
SISCAQU002	Perform basic water rescues
SISCAQU003	Maintain aquatic facility plant and equipment
SISCAQU004	Develop and implement pool water maintenance procedures
SISCAQU005	Develop and implement aquatic facility maintenance procedures
SISCAQU007	Perform advanced water rescues
SISCAQU008	Instruct water familiarisation, buoyancy and mobility skills
SISCAQU009	Instruct water safety and survival skills

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SISCAQU010	Instruct swimming strokes
SISCAQU011	Promote development of infants and toddlers in an aquatic environment
SISCAQU012	Assist participants with a disability during aquatic activities
SISCAQU014	Operate self-contained breathing apparatus in an aquatic facility
SISCCRD001	Facilitate community recreation initiatives
SISFFIT011	Instruct approved community fitness programs
SISSSDE503	Develop volunteer management policies
SISXCAI004	Plan and conduct programs
SISXCCS002	Coordinate client service activities
SISXDIS001	Facilitate inclusion for people with a disability
SISXDIS002	Plan and conduct disability programs
SISXFAC003	Implement facility maintenance programs
SISXFAC004	Coordinate facility and equipment acquisition and maintenance
SISXHRM001	Recruit and manage volunteers
SISXIND003	Maintain legal knowledge for organisation governance
SISXIND006	Conduct sport, fitness or recreation events
SISXRES001	Conduct sustainable work practices in open spaces
SISXRES002	Educate user groups

Qualification Mapping Information

Release	Comments
Release 2	Release 2. SIS40115 Certificate IV in Sport and Recreation supersedes and is equivalent to Release 1. SIS40115 Certificate IV in Sport and Recreation. Modifications include removal of unused units of competency in response to Skills Reform Ministerial Statement - 9 October 2020. Elective unit removed: SISCAQU013 Coordinate lifeguard service at an aquatic facility.

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Release 1	Release 1. SIS40115 Certificate IV in Sport and Recreation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SIS40221 Certificate IV in Fitness

Modification History

Supersedes and is not equivalent to SIS40215 Certificate IV in Fitness.

Qualification Description

This qualification reflects the role of personal trainers who develop, instruct and evaluate personalised exercise programs for generally healthy and low risk clients, to achieve specific fitness goals. Clients with higher health risks are referred to medical or allied health professionals. Personal trainers work independently using highly developed fitness skills and knowledge in both routine and unpredictable situations. They use well-developed communication and collaboration skills to interact with clients and health professionals to improve client fitness outcomes.

This qualification provides a pathway to work as an employed or self-employed personal trainer in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes, and outdoor locations. Personal trainers may offer services to individuals and groups, and may provide online training services. In some employment contexts, personal trainers may be involved in team leadership or supervisory activities.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who hold the following units of competency or units that have been superseded by these units:

HLTAID011 Provide First Aid (or a unit that supersedes this unit)

HLTWHS001 Participate in workplace health and safety

SISFFIT032 Complete pre-exercise screening and service orientation

SISFFIT033 Complete client fitness assessments

SISFFIT035 Plan group exercise sessions

SISFFIT036 Instruct group exercise sessions

SISFFIT040 Develop and instruct gym-based exercise programs for individual clients

SISFFIT047 Use anatomy and physiology knowledge to support safe and effective

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	exercise
SISFFIT052	Provide healthy eating information

Packaging Rules

17 units must be completed:

- 10 core units
- 7 elective units, consisting of:
  - 2 units from Group A
  - 2 units from Group B
  - 3 units from Group A, B, or C, elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

CHCCOM006	Establish and manage client relationships
SISFFIT041	Develop personalised exercise programs
SISFFIT042	Instruct personalised exercise sessions
SISFFIT043	Develop and instruct personalised exercise programs for body composition goals
SISFFIT044	Develop and instruct personalised exercise programs for older clients
SISFFIT045	Develop and instruct personalised exercise programs for adolescent clients
SISFFIT049	Use exercise science principles in fitness instruction
SISFFIT050	Support exercise behaviour change
SISFFIT051	Establish and maintain professional practice for fitness instruction
SISFFIT053	Support healthy eating for individual fitness clients

Elective units

Group A: Exercise Instruction

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SISFFIT034	Assess client movement and provide exercise advice
SISFFIT037	Develop and instruct group movement programs for children
SISFFIT046	Plan and instruct online exercise sessions
SISXCAI005	Conduct individualised long-term training programs
SISXCAI009	Instruct strength and conditioning techniques
SISXCAI010	Develop strength and conditioning programs
SISXDIS002	Plan and conduct disability programs

Group B: Business Operations and Leadership

BSBESB301	Investigate business opportunities
BSBESB302	Develop and present business proposals
BSBESB303	Organise finances for new business ventures
BSBESB401	Research and develop business plans
BSBESB402	Establish legal and risk management requirements of new business ventures
BSBESB403	Plan finances for new business ventures
BSBESB404	Market new business ventures
BSBESB405	Manage compliance for small businesses
BSBESB407	Manage finances for new business ventures
BSBLDR414	Lead team effectiveness
SISXIND005	Coordinate work teams or groups
TAEDEL404	Mentor in the workplace

Group C: General Electives

BSBCMM411	Make presentations

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BSBCRT411	Apply critical thinking to work practices
CHCAGE001	Facilitate the empowerment of older people
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV001	Work with diverse people
CHCLAH002	Contribute to leisure and health programming
CHCLAH005	Incorporate lifespan development and sociological concepts into leisure and health programming
CHCMHS001	Work with people with mental health issues
CHCYTH001	Engage respectfully with young people
HLTINF004	Manage the prevention and control of infection
HLTWHS003	Maintain work health and safety
HLTWHS005	Conduct manual tasks safely
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM003	Use social media and online tools
SIRXOSM005	Develop a basic website for customer engagement
SIRXSLS001	Sell to the retail customer
SISCAQU002	Perform basic water rescues
SISFFIT038	Plan group water-based exercise sessions
SISFFIT039	Instruct group water-based exercise sessions
SISFFIT048	Use anatomy and physiology knowledge to support safe and effective water-based exercise
SISXDIS001	Facilitate inclusion for people with a disability

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SISXICT001	Select and use technology for sport, fitness and recreation work
SISXIND004	Analyse participation patterns
SISXIND006	Conduct sport, fitness or recreation events

Qualification Mapping Information

Supersedes and is not equivalent to SIS40215 Certificate IV in Fitness.

Links

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SIS40321 Certificate IV in Sport Coaching

Modification History

Supersedes and is equivalent to SIS40319 Certificate IV in Sport Coaching.

Qualification Description

This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an advanced level in a specific sport.

This qualification provides a pathway to work in advanced community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of highly developed coaching and communication skills with sound industry knowledge. They work with independence, taking responsibility for their own functions and outputs.

Possible job titles depend on the specific sport and may include:

- Advanced coach
- Head coach
- Performance coach
- Development coach
- Senior coach.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

11 units must be completed:

- 7 core units
- 4 elective units, consisting of either:
  - 1 unit from Group A or Group B or Group C
  - at least 2 units from the electives listed in Group E
  - up to 1 elective unit can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course

  or

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- all the units from Group D
- 1 unit from the electives below or from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

Packaging Rules for each specialisation:

- all Group B electives must be selected for award of the Certificate IV in Sport Coaching (Swimming)
- all Group C electives must be selected for award of the Certificate IV in Sport Coaching (Tennis)
- all Group D electives must be selected for award of the Certificate IV in Sport Coaching (Equestrian).

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBOPS403 Apply business risk management processes

HLTAID011 Provide First Aid

HLTWHS003 Maintain work health and safety

SISSSCO003 Meet participant coaching needs

SISSSCO005 Continuously improve coaching skills and knowledge

SISSSCO015 Prepare participants for sport competition

SISXIND009 Respond to interpersonal conflict

Elective units

Group A: Sport-specific electives

SISSSCO013 Coach sport participants up to an advanced level

Group B: Swimming

SISSSWM002 Coach swimmers up to a high-performance level

Group C: Tennis

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SISSTNS002	Coach intermediate players in tennis

Group D: Equestrian

ACMPHR401	Interpret equine behaviour
SISOEQU001	Handle horses
SISSEQS002	Coach unofficial local competition participants in equestrian

Group E: General electives

ACMEQU202	Handle horses safely
ACMEQU205	Apply knowledge of horse behaviour
ACMEQU210	Lunge educated horses
ACMEQU301	Introduce horses to lunge exercise
BSBOPS405	Organise business meetings
CHCVOL003	Recruit, induct and support volunteers
CHCYTH001	Engage respectfully with young people
SISOEQU012	Assess horses for sport or recreational performance
SISOEQU013	Condition horses for sport or recreational performance
SISOEQU014	Determine nutritional requirements for sport or recreational horses
SISOEQU015	Acquire and educate horses for sport or recreational programs
SISSSCO006	Implement sport selection policies and procedures
SISSSCO009	Work collaboratively with others in a sport environment
SISSSCO010	Implement sport talent identification programs
SISSSCO016	Coach participants in sport competition
SISSSPT001	Implement sport injury prevention and management strategies
SISXADM001	Organise and supervise participant travel

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SISXCAI010	Develop strength and conditioning programs
SISXDIS001	Facilitate inclusion for people with a disability
SISXEMR002	Coordinate emergency responses
SISXFAC003	Implement facility maintenance programs
SISXICT001	Select and use technology for sport, fitness and recreation work
SISXIND005	Coordinate work teams or groups
SISXIND006	Conduct sport, fitness or recreation events
SISXIND010	Protect children and young people
SISXMGT001	Develop and maintain stakeholder relationships
TAEDEL404	Mentor in the workplace

Qualification Mapping Information

Supersedes and is equivalent to SIS40319 Certificate IV in Sport Coaching.

Links

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SIS40421 Certificate IV in Sport Development

Modification History

Supersedes and is equivalent to SIS40419 Certificate IV in Sport Development.

Qualification Description

This qualification reflects the role of individuals who apply the skills and knowledge to pursue a career in sport development. Functions for someone with this qualification can include liaising with stakeholder groups to increase the profile of sport, implementing and administering community sports programs, recruiting volunteers and participants and organising sport events.

This qualification provides a pathway to work as sport development officers and coordinators working in community based sport organisations and clubs in the Australian sports industry. Individuals with this qualification possess a range of highly developed communication skills with sound sport industry knowledge. They work with independence, taking responsibility for their own functions and outputs.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

14 units must be completed:

- 8 core units
- 6 elective units, consisting of:
  - at least 4 units from the electives below
  - up to 2 elective unit can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBHRM413	Support the learning and development of teams and individuals

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BSBOPS403	Apply business risk management processes
HLTWHS003	Maintain work health and safety
SISXCAI004	Plan and conduct programs
SISXIND004	Analyse participation patterns
SISXIND006	Conduct sport, fitness or recreation events
SISXIND009	Respond to interpersonal conflict
SISXMGT001	Develop and maintain stakeholder relationships

Elective units

BSBOPS405	Organise business meetings
CHCCDE007	Develop and provide community projects
CHCVOL003	Recruit, induct and support volunteers
CHCYTH001	Engage respectfully with young people
HLTAID011	Provide First Aid
SISSPAR006	Prepare and present athlete sponsorship proposals
SISSSCO009	Work collaboratively with others in a sport environment
SISXADM001	Organise and supervise participant travel
SISXCCS002	Coordinate client service activities
SISXDIS001	Facilitate inclusion for people with a disability
SISXDIS002	Plan and conduct disability programs
SISXEMR002	Coordinate emergency responses
SISXFAC003	Implement facility maintenance programs
SISXICT001	Select and use technology for sport, fitness and recreation work
SISXIND005	Coordinate work teams or groups
SISXIND007	Develop and implement participation strategies

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SISXIND010 Protect children and young people

SISXRES002 Educate user groups

Qualification Mapping Information

Supersedes and is equivalent to SIS40419 Certificate IV in Sport Development.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SIS40619 Certificate IV in Outdoor Leadership

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of highly skilled outdoor recreation leaders who lead and supervise dependent participants in recreational activities according to activity plans, which they develop.

These leaders are proficient in recreational activity techniques and have well-developed leadership skills to manage group participation, cohesion, operational logistics, risk and significant problems as they arise. While actions are limited by the parameters of plans, policies and procedures, they work with a considerable amount of autonomy.

This qualification reflects the role of leaders who can work at or close to base but often work in remote areas distant from support. Communication systems may be unreliable and assistance from medical and emergency services may not be readily available. They are expected to make high level independent judgements about logistical, technical, safety and emergency response issues.

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

^ From 1 July 2022 the elective unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

27 units must be completed:

- 12 core units
- 15 elective units, consisting of:
  - all the units in any two Groups A to AH
  - the remaining elective units can be selected from Groups A to AH, Group AI elsewhere in the SIS Training Package, or from any other current training package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Electives which appear in *italics* have prerequisite units of competency, which are also listed within their appropriate group.

Core units

HLTWHS003	Maintain work health and safety
PUAOPE013	Operate communications systems and equipment
SISOFLD002	Minimise environmental impact
SISOPLN001	Finalise operation of outdoor recreation activities
SISOPLN002	Plan outdoor activity sessions
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities
SISOPLN005	Interpret weather and environmental conditions for outdoor recreation activities
SISORSC001	Conduct search and rescue
SISXCAI006	Facilitate groups
SISXCCS003	Address client needs
SISXEMR002	Coordinate emergency responses
SISXFAC001	Maintain equipment for activities

Elective units

Group A Abseiling, Natural Surfaces, Single pitch

SISOABS003	Abseil single pitches, natural surfaces
SISOABS006	Establish ropes for single pitch abseiling on natural surfaces
SISOABS009	Lead single pitch abseiling activities on natural surfaces
SISOFLD006	Navigate in tracked environments
SISORSC002	Perform vertical rescues

Group B Abseiling, Natural Surfaces, Multi pitch

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SISOABS004	Abseil multi pitches, natural surfaces
SISOABS007	Establish ropes for multi pitch abseiling on natural surfaces
SISOABS010	Lead multi pitch abseiling activities on natural surfaces
SISOFLD006	Navigate in tracked environments
SISORSC002	Perform vertical rescues
SISORSC003	Perform complex vertical rescues

Group C Bushwalking, Difficult Tracked Environments, Rivers

SISOBWG002	Bushwalk in difficult tracked environments
SISOBWG004	Cross rivers during bushwalks
SISOBWG006	Lead bushwalks in difficult tracked environments
SISOFLD007	Navigate in difficult tracked environments

Group D Bushwalking, Extremely Difficult Tracked and Untracked Environments

SISOBWG003	Bushwalk in extremely difficult tracked and untracked environments
SISOBWG004	Cross rivers during bushwalks
SISOBWG007	Lead bushwalks in extremely difficult tracked and untracked environments
SISOFLD008	Navigate in extremely difficult tracked and untracked environments

Group E Canyoning, Easy to Intermediate

SISOCAY001	Traverse canyons
SISOCAY002	Abseil in easy to intermediate canyons
SISOCAY004	Establish ropes and belays for abseils in easy to intermediate canyons
SISOCAY006	Lead canyoning activities, easy to intermediate canyons
SISOFLD007	Navigate in difficult tracked environments
SISORSC002	Perform vertical rescues

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Group F Canyoning, Intermediate to Advanced

SISOCAY001	Traverse canyons
SISOCAY003	Abseil in intermediate to advanced canyons
SISOCAY005	Establish ropes and belays for abseils in intermediate to advanced canyons
SISOCAY007	Lead canyoning activities, intermediate to advanced canyons
SISOFLD007	Navigate in difficult tracked environments
SISORSC002	Perform vertical rescues
SISORSC003	Perform complex vertical rescues

Group G Challenge Course, Low elements

SISOABL002	Facilitate adventure-based learning activities
SISOCHC001	Lead challenge course sessions, low elements
SISOCHC002	*Set up and supervise challenge course sessions, low elements*

Group H Challenge Course, High elements

SISOABL002	Facilitate adventure-based learning activities
SISOCHC003	Lead challenge course sessions, high elements
SISOCHC004	*Set up and supervise challenge course sessions, high elements*

Group I Climbing, Natural Surfaces, Top Rope

SISOCLM002	Top rope climb single pitches, natural surfaces
SISOCLM006	Establish belays for single pitch climbing on natural surfaces
SISOCLM009	Lead single pitch climbing activities on natural surfaces, top rope climbing
SISOFLD006	Navigate in tracked environments
SISORSC002	Perform vertical rescues

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Group J Climbing, Natural Surfaces, Lead, Single Pitch

SISOCLM003	Lead climb single pitches, natural surfaces
SISOCLM006	Establish belays for single pitch climbing on natural surfaces
SISOCLM010	Lead single pitch climbing activities on natural surfaces, lead climbing
SISOFLD006	Navigate in tracked environments
SISORSC002	Perform vertical rescues

Group K Climbing, Natural Surfaces, Lead, Multi Pitch

SISOCLM004	Lead climb multi pitches, natural surfaces
SISOCLM007	Establish belays for multi pitch climbing on natural surfaces
SISOCLM011	Lead multi pitch climbing activities on natural surfaces, lead climbing
SISOFLD007	Navigate in difficult tracked environments
SISORSC002	Perform vertical rescues
SISORSC003	Perform complex vertical rescues

Group L Canoeing, Moving Water

SISOCNE002	Paddle a canoe on inland flatwater
SISOCNE003	Paddle a canoe on moving water up to grade 1 rivers
SISOCNE005	Lead canoeing activities on inland flatwater
SISOCNE006	Lead canoeing activities on moving water up to grade 1 rivers
SISOFLD006	Navigate in tracked environments

Group M Canoeing, White Water

SISOCNE004	Paddle a canoe on grade 2 rivers
SISOCNE007	Lead canoeing activities on grade 2 rivers
SISOFLD006	Navigate in tracked environments

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SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*

Group N Caving

SISOCVE001	Traverse caves
SISOCVE002	Descend and ascend ladders in caves
SISOCVE003	Abseil single pitches in caves
SISOCVE004	Descend and ascend single ropes in caves
SISOCVE005	Establish ropes, ladders and belays for caving
SISOCVE006	Lead caving activities
SISORSC002	Perform vertical rescues
SISORSC003	Perform complex vertical rescues

Group O Cycle Touring, On Road

SISOCYT001	Set up, maintain and repair bicycles
SISOCYT003	Ride bicycles on roads, up to moderate terrain and heavy traffic
SISOCYT007	Lead cycling activities on roads, up to moderate terrain and heavy traffic
TLIH3002	Plan and navigate routes

Group P Cycle Touring, Off Road Intermediate Trails

SISOCYT001	Set up, maintain and repair bicycles
SISOCYT005	Ride off road bicycles on intermediate trails
SISOCYT009	Lead off road cycling activities on intermediate trails
SISOFLD007	Navigate in difficult tracked environments

Group Q Four Wheel Driving

FWPCOT3260	Recover four wheel drive vehicles
MSS024023	Navigate in urban, regional and remote areas

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SISODRV002	Lead four wheel driving activities
TLIB0002	Carry out vehicle inspection
TLIB2003	Carry out vehicle servicing and maintenance
TLIC2025	Operate four wheel drive vehicle

Group R Horse Trail Riding, Untracked

RGRPSH308	Provide first aid and emergency care for horses or other equines
SISOEQU001	Handle horses
SISOEQU002	*Ride horses using fundamental skills*
SISOEQU004	*Ride horses on untracked trail rides*
SISOEQU006	*Guide horse trail rides in untracked areas*
SISOEQU010	Identify hazards, assess and control safety risks for horse handling and riding activities
SISOEQU011	*Manage horse illness and injury in remote areas*
SISOFLD008	Navigate in extremely difficult tracked and untracked environments

Group S Horse Handling and Riding Instruction

SISOEQU001	Handle horses
SISOEQU007	*Instruct horse handling skills*
SISOEQU008	*Instruct fundamental horse riding skills*
SISOEQU010	Identify hazards, assess and control safety risks for horse handling and riding activities

Group T Horse Care

RGRPSH308	Provide first aid and emergency care for horses or other equines
SISOEQU014	Determine nutritional requirements for sport or recreational horses
ACMHBR310	Prevent and treat equine injury and disease

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Group U Kayaking, Moving Water

SISOFLD006	Navigate in tracked environments
SISOKYK001	Paddle a kayak on inland flatwater
SISOKYK002	Paddle a kayak on moving water up to grade 1 rivers
SISOKYK005	Lead kayaking activities on inland flatwater
SISOKYK006	Lead kayaking activities on moving water up to grade 1 rivers

Group V Kayaking, White Water, Grade 2 Rivers

SISOFLD006	Navigate in tracked environments
SISOKYK003	Paddle a kayak on grade 2 rivers
SISOKYK007	Lead kayaking activities on grade 2 rivers
SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*

Group W Sea Kayaking

SISOFLD005	Navigate waterway courses
SISOKYS001	Paddle a sea kayak in enclosed waters
SISOKYS002	Paddle a sea kayak in sheltered coastal waters
SISOKYS004	Lead sea kayaking activities in enclosed waters
SISOKYS005	Lead sea kayaking activities in sheltered coastal waters

Group X Sea Kayaking, Exposed Waters

MARO003	Transmit and receive information by the global maritime distress and safety system
SISOFLD005	Navigate waterway courses
SISOKYS003	Paddle a sea kayak in exposed coastal waters
SISOKYS006	Lead sea kayaking activities in exposed coastal waters

Group Y Rafting, Grade 3 Rivers

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SISOFLD006	Navigate in tracked environments
SISORAF002	Guide a raft on grade 3 rivers
SISORAF005	Lead rafting activities on grade 3 rivers
SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*
SISORSC006	*Lead and participate in complex white water rescues*

Group Z Rafting, Grade 4 Rivers

SISOFLD006	Navigate in tracked environments
SISORAF003	Guide a raft on grade 4 rivers
SISORAF006	Lead rafting activities on grade 4 rivers
SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*
SISORSC006	*Lead and participate in complex white water rescues*

Group AA Sailing Small Boats

MEM50010	Respond to boating emergencies and incidents
SISOSAI002	Sail small boats in partially smooth water and moderate to fresh wind conditions
SISOSAI003	Sail small boats in open coastal waters and moderate wind conditions
SISOSAI005	Lead sailing activities boats in partially smooth water and moderate to fresh wind conditions
SISOSAI006	Lead sailing activities boats in open coastal waters and moderate wind conditions

Group AB SCUBA Diving

SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB004	Navigate prescribed routes underwater
SISOSCB006	Perform diver rescues

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SISOSCB010	Lead SCUBA diving activities

Group AC SCUBA Specialist Diving

SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB003	SCUBA dive at night
SISOSCB005	Complete underwater search and recovery dives
SISOSCB009	SCUBA dive to depths between 18 and 40 metres
SISOSCB011	Lead specialised SCUBA diving activities

Group AD Ski Touring

SISOFLD008	Navigate in extremely difficult tracked and untracked environments
SISOSKT002	Ski on intermediate cross country terrain
SISOSKT003	Use snow craft skills for alpine touring
SISOSKT005	Lead skiing activities on intermediate cross country terrain

Group AE Surfing, Intermediate

SISORSC007	Perform basic surf rescues
SISOSRF002	Surf waves using intermediate manoeuvres
SISOSRF005	Lead surfing activities, intermediate manoeuvres

Group AF Surfing, Advanced

SISORSC007	Perform basic surf rescues
SISOSRF003	Surf waves using advanced manoeuvres
SISOSRF006	Lead surfing activities, advanced manoeuvres

Group AG Stand up Paddle Boarding, Surf

SISORSC007	Perform basic surf rescues
SISOSUP002	Paddle a stand up board in small waves
SISOSUP005	Lead stand up paddle boarding activities on small waves

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Group AH Stand up Paddle Boarding Sheltered Coastal Waters

SISOSUP003	Paddle a stand up board in sheltered coastal waters
SISOSUP006	Lead stand up paddle boarding activities in sheltered coastal waters

Group AI General electives

BSBLDR403	Lead team effectiveness
BSBWOR404	Develop work priorities
CHCCCS009	Facilitate responsible behaviour
CHCCCS014	Provide brief interventions
CHCPRT002	Support the rights and safety of children and young people
CHCYTH001	Engage respectfully with young people
CHCYTH004	Respond to critical situations
FWPFGM3214	Operate a four wheel drive in a towing situation
HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
MEM50008	Carry out trip preparation and planning
MEM50009	Safely operate a mechanically powered recreational boat
SISCAQU002	Perform basic water rescues
SISCAQU007	Perform advanced water rescues
SISOFLD003	Select, set up and operate a temporary or overnight site
SISOFLD004	*Provide first aid in remote locations*
SISOSCB002	*SCUBA dive from boats*
SISOSCB007	Inspect and fill SCUBA cylinders
SISOSCB008	*SCUBA dive using Enriched Air Nitrox*
SISXCCS002	Coordinate client service activities
SISXDIS001	Facilitate inclusion for people with a disability

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SISXDIS002	Plan and conduct disability programs
SISXHRM001	Recruit and manage volunteers
SISXIND005	Coordinate work teams or groups
SISXIND010	Protect children and young people
SISXMGT001	Develop and maintain stakeholder relationships
SITTGDE002	Work as a guide
SITTGDE004	Lead tour groups
SITTGDE005	Prepare and present tour commentaries or activities
SITTGDE006	Develop and maintain the general and regional knowledge required by guides
SITTGDE007	Research and share general information on Australian Indigenous cultures
SITTGDE008	Prepare specialised interpretive content on flora, fauna and landscape
SITTGDE009	Prepare specialised interpretive content on marine environments
SITTGDE010	Prepare specialised interpretive content on cultural and heritage environments
SITTGDE011	Coordinate and operate tours
SITTGDE012	Manage extended touring programs
SITTPPD002	Develop interpretive activities
SITTTOP002	Provide outdoor catering
SITXCOM002	Show social and cultural sensitivity
SITXFSA001	Use hygienic practices for food safety
SITXFSA002	Participate in safe food handling practices
TAEASS401	Plan assessment activities and processes
TAEASS402	Assess competence
TAEASS403	Participate in assessment validation

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TAEASS502	Design and develop assessment tools
TAEDEL301	Provide work skill instruction
TLIB2008	Carry out inspection of trailers
TLIB2119	Carry out maintenance of trailers

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SIS50115 Diploma of Sport and Recreation Management

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who work in the sport and recreation industry in a management or organisational capacity. These individuals have a high degree of autonomy and manage the effective provision of services or programs in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Possible job titles include:

- competition manager
- executive officer
- facility manager
- program manager
- centre manager
- assistant centre manager
- volunteer coordinator
- sports program officer
- operations officer.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

20 units must be completed:

- 13 core units
- 7 elective units, consisting of:
  - 4 units from the list below
  - 3 units from the list below, elsewhere in SIS Training Package, or any other current Training Package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core

AHCBUS506A	Develop and review a business plan
BSBFIM601	Manage finances
BSBHRM405	Support the recruitment, selection and induction of staff
BSBLDR502	Lead and manage effective workplace relationships
BSBMGT517	Manage operational plan
BSBMKG523	Design and develop an integrated marketing communication plan
BSBPMG522	Undertake project work
BSBRSK501	Manage risk
HLTWHS004	Manage work health and safety
SISXCCS002	Coordinate client service activities
SISXIND003	Maintain legal knowledge for organisation governance
SISXIND007	Develop and implement participation strategies
SISXMGT001	Develop and maintain stakeholder relationships

General Electives

BSBADM502	Manage meetings
BSBADM503	Plan and manage conferences
BSBADM504	Plan and implement administrative systems
BSBADM506	Manage business document design and development
BSBFIM501	Manage budgets and financial plans
BSBFIM502	Manage payroll
BSBGOV401	Implement board member responsibilities
BSBHRM501	Manage human resource services

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BSBHRM502	Manage human resource management information systems
BSBHRM505	Manage remuneration and employee benefits
BSBHRM506	Manage recruitment, selection and induction processes
BSBHRM507	Manage separation or termination
BSBHRM509	Manage rehabilitation or return to work programs
BSBHRM512	Develop and manage performance management processes
BSBLED502	Manage programs that promote personal effectiveness
BSBMGT502	Manage people performance
BSBMKG501	Identify and evaluate marketing opportunities
BSBMKG502	Establish and adjust the marketing mix
BSBMKG514	Implement and monitor marketing activities
BSBMKG521	Plan and implement sponsorship and event marketing
BSBRKG502	Manage and monitor business or records systems
BSBSUS501	Develop workplace policy and procedures for sustainability
BSBWOR501	Manage personal work priorities and professional development
BSBWRK510	Manage employee relations
CHCCDE002	Develop and implement community programs
CHCDIS005	Develop and provide person-centred service responses
CHCDIV003	Manage and promote diversity
CHCEDU001	Provide community focused health promotion and prevention strategies
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers
CHCMGT004	Secure and manage funding
CHCMGT005	Facilitate workplace debriefing and support processes
CHCPOL002	Develop and implement policy
CHCPRP003	Reflect on and improve own professional practice

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CHCVOL004	Manage volunteer workforce development
CHCYTH009	Support youth programs
CHCYTH012	Manage service response to young people in crisis
FNSACC502	Prepare tax documentation for individuals
FNSACC504	Prepare financial reports for corporate entities
FNSACC505	Establish and maintain accounting information systems
FNSACC506	Implement and maintain internal control procedures
HLTAHW023	Plan, develop and evaluate health promotion and community development programs
HLTAID006	Provide advanced first aid
ICTICT308	Use advanced features of computer applications
ICTDBS409	Monitor and administer a database
PSPPROC414A	Manage contracts
SIRXINV005A	Control inventory
SIRXINV404	Manage retail merchandise
SIRXSLS406	Manage sales and service delivery
SIRXMER405	Manage store presentation and pricing
SISOODR506A	Evaluate policy for an outdoor organisation
SISSSCO513	Plan and implement high performance training and recovery programs
SISSSDE503	Develop volunteer management policies
SISSSPA505A	Coordinate team or group management
SISSSPA506A	Coordinate team or group administration
SISXFAC003	Implement facility maintenance programs
SISXFAC004	Coordinate facility and equipment acquisition and maintenance
SISXFAC005	Manage stock supply and purchase
SISXHRM001	Recruit and manage volunteers

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SISXICT001	Select and use technology for sport, fitness and recreation work
SISXIND005	Coordinate work teams or groups
SISXIND006	Conduct sport, fitness or recreation events
SISXRES001	Conduct sustainable work practices in open spaces
SITXEVT505	Manage on-site event operations
SITXEVT602	Develop event concepts
SITXEVT603	Determine event feasibility
SITXFIN601	Manage physical assets

Qualification Mapping Information

SIS50712 Diploma of Sport and Recreation Management

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SIS50321 Diploma of Sport

Modification History

Supersedes and is equivalent to SIS50319 Diploma of Sport.

Qualification Description

This qualification reflects the role of individuals who apply the skills and knowledge to pursue a range of roles within the Australian sport industry.

They work or volunteer at community-based sport clubs and organisations in the Australian sport industry.

Individuals with this qualification are involved in the self-directed application of knowledge and skills, and the provision of leadership and support to colleagues. They work autonomously and coordinate and supervise others.

Possible job titles include:

- High performance coach
- Sport development manager
- Talent manager.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

14 units must be completed:

- 3 core units
- 11 elective units, consisting of:
  - at least 9 units from the electives below
  - up to 2 elective units can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

Packaging Rules for each specialisation:

- all Group A electives must be selected for award of the Diploma of Sport (Coaching)

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- all Group A and Group B electives must be selected for award of the Diploma of Sport (Golf Professional)
- all Group C electives must be selected for award of the Diploma of Sport (Sport Development)
- all Group A and Group D electives must be selected for award of the Diploma of Sport (Swimming Coaching)
- all Group A and Group E electives must be selected for award of the Diploma of Sport (Equestrian Coaching).

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBOPS504	Manage business risk
HLTWHS003	Maintain work health and safety
SITXHRM003	Lead and manage people

Elective units

Group A: Coaching

HLTAID011	Provide First Aid
SISSSCO003	Meet participant coaching needs
SISSSCO004	Plan, conduct and review coaching programs
SISSSCO007	Apply sport psychology principles
SISSSCO008	Apply anti-doping policies
SISSSCO011	Manage integrity in sport

Group B: Golf Professional

SISSGLF001	Coach advanced level golfers
SISSGLF004	Fit and alter golf equipment
SISSGLF005	Manage the structure and facilitation of golf competitions and tournaments
SISSGLF006	Participate in high performance golf tournaments

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SISSGLF007	Manage on-course golf operations

Group C: Sport Development

BSBTWK503	Manage meetings
SISXFIN001	Develop and review budgets for activities or projects
SISXIND008	Manage legal compliance in sport and recreation
SISXMGT001	Develop and maintain stakeholder relationships

Group D: Swimming Coaching

SISSSWM003	Coach swimmers up to an elite level

Group E: Equestrian Coaching

ACMPHR402	Manage horses to meet performance horse sport requirements
ACMPHR403	Evaluate equine training methodologies
ACMPHR505	Manage fitness in performance horses
SISSEQS003	Coach official national competition participants in equestrian

Group F: General electives

ACMPHR503	Evaluate performance horse conformation
BSBHRM525	Manage recruitment and onboarding
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS502	Manage business operational plan
BSBOPS505	Manage organisational customer service
BSBPEF502	Develop and use emotional intelligence
CHCVOL004	Manage volunteer workforce development

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PSPGEN085	Manage media relationships
SISOEQU012	Assess horses for sport or recreational performance
SISOEQU013	Condition horses for sport or recreational performance
SISOEQU014	Determine nutritional requirements for sport or recreational horses
SISOEQU015	Acquire and educate horses for sport or recreational programs
SISSSCO010	Implement sport talent identification programs
SISSSCO014	Develop sport coaches
SISSSCO016	Coach participants in sport competition
SISXADM001	Organise and supervise participant travel
SISXCAI005	Conduct individualised long-term training programs
SISXCAI008	Plan, conduct and review training and recovery programs
SISXFAC004	Coordinate facility and equipment acquisition and maintenance
SISXICT001	Select and use technology for sport, fitness and recreation work
SISXIND006	Conduct sport, fitness or recreation events
SISXIND007	Develop and implement participation strategies
SISXIND010	Protect children and young people
SITXMGT003	Manage projects

Qualification Mapping Information

Supersedes and is equivalent to SIS50319 Diploma of Sport.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SIS50419 Diploma of Outdoor Leadership

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of highly skilled senior leaders or program, logistics and operations managers.

Senior leaders lead and supervise dependent participants in recreational activities and have a role in planning these activities. They are highly proficient in activity techniques and have well-developed leadership skills to manage group participation, cohesion, operational logistics, risk and significant problems as they arise.

Managers are involved in recreational program planning, implementation and evaluation, facility and equipment management, the leadership of personnel, and the operational management of a department or a small business.

All work with significant autonomy, using initiative and judgement to analyse and solve complex problems, and to design systematic approaches to operational practices.

This qualification provides pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

^ From 1 July 2022 the elective unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

28 units must be completed:

- 13 core units
- 15 elective units, consisting of:
  - all the units in any two Groups A to AE
  - the remaining elective units can be selected from Groups A to AE, Group AF, elsewhere in the SIS Training Package, or from any other current training package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Electives which appear in *italics* have prerequisite units of competency, which are also listed within their appropriate group.

Core units

HLTWHS004	Manage work health and safety
PUAOPE013	Operate communications systems and equipment
SISOPLN002	Plan outdoor activity sessions
SISOPLN003	Develop outdoor recreation programs
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities
SISOPLN005	Interpret weather and environmental conditions for outdoor recreation activities
SISOPLN006	Plan for minimal environmental impact
SISOPLN007	Manage risk for outdoor programs
SISXCAI006	Facilitate groups
SISXCCS002	Coordinate client service activities
SISXEMR002	Coordinate emergency responses
SISXIND005	Coordinate work teams or groups
SISXIND008	Manage legal compliance in sport and recreation

Elective units

Group A Abseiling, Natural Surfaces, Multi pitch

SISOABS004	Abseil multi pitches, natural surfaces
SISOABS007	Establish ropes for multi pitch abseiling on natural surfaces
SISOABS010	Lead multi pitch abseiling activities on natural surfaces
SISOFLD006	Navigate in tracked environments
SISORSC002	Perform vertical rescues

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SISORSC003	Perform complex vertical rescues

Group B Bushwalking, Difficult Tracked Environments, Rivers

SISOBWG002	Bushwalk in difficult tracked environments
SISOBWG004	Cross rivers during bushwalks
SISOBWG006	Lead bushwalks in difficult tracked environments
SISOFLD007	Navigate in difficult tracked environments

Group C Bushwalking, Extremely Difficult Tracked and Untracked Environments

SISOBWG003	Bushwalk in extremely difficult tracked and untracked environments
SISOBWG004	Cross rivers during bushwalks
SISOBWG007	Lead bushwalks in extremely difficult tracked and untracked environments
SISOFLD008	Navigate in extremely difficult tracked and untracked environments

Group D Canyoning, Easy to Intermediate

SISOCAY001	Traverse canyons
SISOCAY002	Abseil in easy to intermediate canyons
SISOCAY004	Establish ropes and belays for abseils in easy to intermediate canyons
SISOCAY006	Lead canyoning activities, easy to intermediate canyons
SISOFLD007	Navigate in difficult tracked environments
SISORSC002	Perform vertical rescues

Group E Canyoning, Intermediate to Advanced

SISOCAY001	Traverse canyons
SISOCAY003	Abseil in intermediate to advanced canyons
SISOCAY005	Establish ropes and belays for abseils in intermediate to advanced canyons

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SISOCAY007	Lead canyoning activities, intermediate to advanced canyons
SISOFLD007	Navigate in difficult tracked environments
SISORSC002	Perform vertical rescues
SISORSC003	Perform complex vertical rescues

Group F Challenge Course, Low elements

SISOABL002	Facilitate adventure-based learning activities
SISOCHC001	Lead challenge course sessions, low elements
SISOCHC002	*Set up and supervise challenge course sessions, low elements*
SISOCHC005	Manage challenge course
SISXFAC004	Coordinate facility and equipment acquisition and maintenance

Group G Challenge Course, High elements

SISOABL002	Facilitate adventure-based learning activities
SISOCHC003	Lead challenge course sessions, high elements
SISOCHC004	*Set up and supervise challenge course sessions, high elements*
SISOCHC005	Manage challenge course
SISXFAC004	Coordinate facility and equipment acquisition and maintenance

Group H Climbing, Natural Surfaces, Top Rope

SISOCLM002	Top rope climb single pitches, natural surfaces
SISOCLM006	Establish belays for single pitch climbing on natural surfaces
SISOCLM009	Lead single pitch climbing activities on natural surfaces, top rope climbing
SISOFLD006	Navigate in tracked environments
SISORSC002	Perform vertical rescues

Group I Climbing, Natural Surfaces, Lead, Single Pitch

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SISOCLM003	Lead climb single pitches, natural surfaces
SISOCLM006	Establish belays for single pitch climbing on natural surfaces
SISOCLM010	Lead single pitch climbing activities on natural surfaces, lead climbing
SISOFLD006	Navigate in tracked environments
SISORSC002	Perform vertical rescues

Group J Climbing, Natural Surfaces, Lead, Multi Pitch

SISOCLM004	Lead climb multi pitches, natural surfaces
SISOCLM007	Establish belays for multi pitch climbing on natural surfaces
SISOCLM011	Lead multi pitch climbing activities on natural surfaces, lead climbing
SISOFLD007	Navigate in difficult tracked environments
SISORSC002	Perform vertical rescues
SISORSC003	Perform complex vertical rescues

Group K Canoeing, Moving Water

SISOCNE002	Paddle a canoe on inland flatwater
SISOCNE003	Paddle a canoe on moving water up to grade 1 rivers
SISOCNE005	Lead canoeing activities on inland flatwater
SISOCNE006	Lead canoeing activities on moving water up to grade 1 rivers
SISOFLD006	Navigate in tracked environments

Group L Canoeing, White Water

SISOCNE004	Paddle a canoe on grade 2 rivers
SISOCNE007	Lead canoeing activities on grade 2 rivers
SISOFLD006	Navigate in tracked environments
SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*

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Group M Cycle Touring, On Road

SISOCYT001	Set up, maintain and repair bicycles
SISOCYT003	Ride bicycles on roads, up to moderate terrain and heavy traffic
SISOCYT007	Lead cycling activities on roads, up to moderate terrain and heavy traffic
TLIH3002	Plan and navigate routes

Group N Cycle Touring, Off Road Intermediate Trails

SISOCYT001	Set up, maintain and repair bicycles
SISOCYT005	Ride off road bicycles on intermediate trails
SISOCYT009	Lead off road cycling activities on intermediate trails
SISOFLD007	Navigate in difficult tracked environments

Group O Four Wheel Driving

FWPCOT3260	Recover four wheel drive vehicles
FWPFGM3214	Operate a four wheel drive in a towing situation
MSS024023	Navigate in urban, regional and remote areas
SISODRV002	Lead four wheel driving activities
TLIB0002	Carry out vehicle inspection
TLIB2003	Carry out vehicle servicing and maintenance
TLIC2025	Operate four wheel drive vehicle

Group P Horse Trail Riding, Untracked

RGRPSH308	Provide first aid and emergency care for horses or other equines
SISOEQU001	Handle horses
SISOEQU002	*Ride horses using fundamental skills*
SISOEQU004	*Ride horses on untracked trail rides*
SISOEQU006	*Guide horse trail rides in untracked areas*

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SISOEQU010	Identify hazards, assess and control safety risks for horse handling and riding activities
SISOEQU011	*Manage horse illness and injury in remote areas*
SISOFLD008	Navigate in extremely difficult tracked and untracked environments

Group Q Horse Handling and Riding Instruction, Advanced

SISOEQU001	Handle horses
SISOEQU007	*Instruct horse handling skills*
SISOEQU008	*Instruct fundamental horse riding skills*
SISOEQU009	*Instruct the advancement of recreational horse riding skills*
SISOEQU010	Identify hazards, assess and control safety risks for horse handling and riding activities

Group R Horse Care

RGRPSH308	Provide first aid and emergency care for horses or other equines
SISOEQU014	Determine nutritional requirements for sport or recreational horses
ACMHBR310	Prevent and treat equine injury and disease

Group S Horse Management

SISOEQU001	Handle horses
SISOEQU010	Identify hazards, assess and control safety risks for horse handling and riding activities
SISOEQU012	*Assess horses for sport or recreational performance*
SISOEQU013	*Condition horses for sport or recreational performance*
SISOEQU014	*Determine nutritional requirements for sport or recreational horses*
SISOEQU015	*Acquire and educate horses for sport or recreational programs*

Group T Kayaking, Moving Water

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SISOFLD006	Navigate in tracked environments
SISOKYK001	Paddle a kayak on inland flatwater
SISOKYK002	Paddle a kayak on moving water up to grade 1 rivers
SISOKYK005	Lead kayaking activities on inland flatwater
SISOKYK006	Lead kayaking activities on moving water up to grade 1 rivers

Group U Kayaking, White Water, Grade 2 Rivers

SISOFLD006	Navigate in tracked environments
SISOKYK003	Paddle a kayak on grade 2 rivers
SISOKYK007	Lead kayaking activities on grade 2 rivers
SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*

Group V Kayaking, White Water, Grade 3 Rivers

SISOFLD006	Navigate in tracked environments
SISOKYK004	Paddle a kayak on grade 3 rivers
SISOKYK008	Lead kayaking activities on grade 3 rivers
SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*
SISORSC006	*Lead and participate in complex white water rescues*

Group W Sea Kayaking

SISOFLD005	Navigate waterway courses
SISOKYS001	Paddle a sea kayak in enclosed waters
SISOKYS002	Paddle a sea kayak in sheltered coastal waters
SISOKYS004	Lead sea kayaking activities in enclosed waters
SISOKYS005	Lead sea kayaking activities in sheltered coastal waters

Group X Sea Kayaking, Exposed Waters

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MARO003	Transmit and receive information by the global maritime distress and safety system
SISOFLD005	Navigate waterway courses
SISOKYS003	Paddle a sea kayak in exposed coastal waters
SISOKYS006	Lead sea kayaking activities in exposed coastal waters

Group Y Rafting, Grade 3 Rivers

SISOFLD006	Navigate in tracked environments
SISORAF002	Guide a raft on grade 3 rivers
SISORAF005	Lead rafting activities on grade 3 rivers
SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*
SISORSC006	*Lead and participate in complex white water rescues*

Group Z Rafting, Grade 4 Rivers

SISOFLD006	Navigate in tracked environments
SISORAF003	Guide a raft on grade 4 rivers
SISORAF006	Lead rafting activities on grade 4 rivers
SISORSC004	Self rescue in white water
SISORSC005	*Rescue others in white water*
SISORSC006	*Lead and participate in complex white water rescues*

Group AA SCUBA Dive using Enriched Air Nitrox

SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB007	Inspect and fill SCUBA cylinders
SISOSCB008	*SCUBA dive using Enriched Air Nitrox*

Group AB SCUBA Specialist Dives

SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres

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SISOSCB003	*SCUBA dive at night*
SISOSCB005	Complete underwater search and recovery dives
SISOSCB009	*SCUBA dive to depths between 18 and 40 metres*
SISOSCB011	Lead specialised SCUBA diving activities

Group AC Ski Touring

SISOFLD008	Navigate in extremely difficult tracked and untracked environments
SISOSKT002	Ski on intermediate cross country terrain
SISOSKT003	Use snow craft skills for alpine touring
SISOSKT005	Lead skiing activities on intermediate cross country terrain

Group AD Surfing, Intermediate

SISORSC007	Perform basic surf rescues
SISOSRF002	Surf waves using intermediate manoeuvres
SISOSRF005	Lead surfing activities, intermediate manoeuvres

Group AE Surfing, Advanced

SISORSC007	Perform basic surf rescues
SISOSRF003	Surf waves using advanced manoeuvres
SISOSRF006	Lead surfing activities, advanced manoeuvres

Group AF General electives

ACMPHR407	Implement an equine facility maintenance, improvement and management program
BSBCRT301	Develop and extend critical and creative thinking skills
BSBHRM501	Manage human resource services
BSBLDR511	Develop and use emotional intelligence
BSBMGT622	Manage resources
BSBMKG507	Interpret market trends and developments

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BSBWOR501	Manage personal work priorities and professional development
BSBWOR502	Lead and manage team effectiveness
CHCCCS019	Recognise and respond to crisis situations
CHCCDE002	Develop and implement community programs
CHCGRP002	Plan and conduct group activities
CHCPRT002	Support the rights and safety of children and young people
CHCVOL004	Manage volunteer workforce development
CHCYTH001	Engage respectfully with young people
CHCYTH004	Respond to critical situations
CHCYTH005	Develop and implement procedures to enable young people to address their needs
FNSORG501	Develop and manage a budget
HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
MEM50008	Carry out trip preparation and planning
MEM50009	Safely operate a mechanically powered recreational boat
MEM50010	Respond to boating emergencies and incidents
SISCAQU002	Perform basic water rescues
SISCAQU007	Perform advanced water rescues
SISOABL003	Design adventure-based learning programs
SISOFLD003	Select, set up and operate a temporary or overnight site
SISOFLD004	*Provide first aid in remote locations*
SISORSC001	Conduct search and rescue
SISOSCB002	*SCUBA dive from boats*
SISXDIS001	Facilitate inclusion for people with a disability
SISXDIS002	Plan and conduct disability programs

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SISXFAC005	Manage stock supply and purchase
SISXHRM001	Recruit and manage volunteers
SISXIND003	Maintain legal knowledge for organisation governance
SISXIND010	Protect children and young people
SISXMGT001	Develop and maintain stakeholder relationships
SISXRES001	Conduct sustainable work practices in open spaces
SITTGDE004	Lead tour groups
SITTGDE005	Prepare and present tour commentaries or activities
SITTGDE006	Develop and maintain the general and regional knowledge required by guides
SITTGDE007	Research and share general information on Australian Indigenous cultures
SITTGDE008	Prepare specialised interpretive content on flora, fauna and landscape
SITTGDE009	Prepare specialised interpretive content on marine environments
SITTGDE010	Prepare specialised interpretive content on cultural and heritage environments
SITTGDE011	Coordinate and operate tours
SITTGDE012	Manage extended touring programs
SITTPPD002	Develop interpretive activities
SITTPPD008	Develop tourism products
SITTPPD009	Develop environmentally sustainable tourism operations
SITTPPD010	Develop culturally appropriate tourism operations
TAEASS401	Plan assessment activities and processes
TAEASS402	Assess competence
TAEASS403	Participate in assessment validation
TAEASS502	Design and develop assessment tools

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TAEDEL301	Provide work skill instruction
TAEDEL404	Mentor in the workplace

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT032 Complete pre-exercise screening and service orientation

Modification History

Supersedes and is not equivalent to SISFFIT001 Provide health screening and fitness orientation.

Application

This unit describes the performance outcomes, skills and knowledge required to screen clients for participation in exercise programs and to provide general advice about programs and services suitable to clients.

It requires the ability to utilise industry standard pre-exercise screening systems, questionnaires and guidelines to collect and evaluate health information, and to determine suitable levels of exercise intensity for clients. This includes determining risk factors and providing referrals to medical or allied health professionals for guidance.

Screening may occur prior to clients beginning an exercise program, before changes to programs and when their health status changes. Outcomes are used by fitness instructors to plan client programs. Skills for planning are covered in complementary units.

This unit applies to group fitness instructors, gym instructors and personal trainers. It can also apply to other fitness facility staff members who screen clients and provide service information prior to clients participating in exercise activities. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes, and outdoor locations, depending on their job role.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Screen clients for participation in exercise programs.	1.1. Consult with client to identify reasons for exercise participation and identify client needs and preferences. 1.2. Question client to identify current and past participation in physical activities. 1.3. Explain to client purpose of pre-exercise screening processes in identifying risks for participating in exercise programs. 1.4. Assist client to complete industry standard pre-exercise screening questionnaire. 1.5. Collect and record accurate client data and basic body measurements, with informed client consent.
2. Evaluate outcomes of screening.	2.1. Identify and evaluate client health risk factors using screening system guidelines and within boundaries of fitness industry scope of practice. 2.2. Use screening system risk assessment guidelines to identify risks for client participation in exercise programs. 2.3. Discuss outcomes of screening with client and provide information about suitable levels of exercise intensity. 2.4. Determine need for guidance from medical and allied health professionals and discuss appropriate action with client.
3. Provide client referrals.	3.1. Explain referral process and confidentiality procedures to client and obtain informed client consent to share health information. 3.2. Compile relevant, accurate and concise information for inclusion in referral. 3.3. Document and provide referral information to relevant medical and allied health professionals according to client needs.
4. Provide exercise service information.	4.1. Describe available programs, services and facilities relevant to client needs and preferences. 4.2. Actively engage with client to explain the features, general benefits and health benefits of different services. 4.3. Provide advice on suitability of exercise programs for client, according to outcomes of screening. 4.4. Remind clients identified as requiring medical or allied

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health professional guidance of the requirement to obtain that guidance prior to participation.

4.5. Document accurate details of screening outcomes, referral details and advice provided.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret information of varying complexity in pre-exercise screening questionnaires and guidelines, including health terminology, directions for use and flow charts.
Writing skills to:	• use fundamental sentence structure to complete forms and referral letters that require factual and subjective information • use drafting and proofreading strategies to construct logically sequenced referral information and ensure accuracy of spelling and grammar.
Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided • assist client understanding of screening process and questionnaire content using plain language and terms easily understood.
Numeracy skills to:	• interpret sometimes complex numerical information in screening questionnaires and guidelines including symbols, abbreviations, percentages, weights, volumes, ratios and pressures • take, discuss and record accurate basic body measurements involving blood pressure, weight, height, and length • complete and record calculations involving addition, subtraction, multiplication, division percentages and ratios.
Problem-solving skills to:	• critically analyse client health information to determine significance of risk factors and referral needs.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT001 Provide health screening and fitness orientation.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT032 Complete pre-exercise screening and service orientation

Modification History

Supersedes and is not equivalent to SISFFIT001 Provide health screening and fitness orientation.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- complete a pre-exercise screening and service orientation for three different clients including:
  - a female adult
  - a male adult
  - a client aged 55 years or over
- for each of the above three clients:
  - identify exercise needs and preferences
  - determine health risk factors for exercise participation using industry standard screening questionnaire and guidelines
  - measure and record resting blood pressure
  - take and record accurate basic body measurements:
    - weight in kilograms
    - height in metres
    - waist circumference in centimetres
    - body mass index
  - explain features and benefits of available programs, services and facilities that meet the client's needs and preferences
  - provide advice on suitability of exercise intensity and types of programs, according to the outcomes of their screening
  - accurately document details of client contact including screening outcomes and advice provided
- according to actual client interactions or case studies:
  - identify two clients with risk factors that require referral to medical or allied health professionals
  - document informed consent to share health information for each of the two clients
  - prepare accurate referral documentation for each of the two clients to obtain guidance from medical or allied health professionals for exercise participation and prescription.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal obligations and procedures for maintaining confidentiality of client information including requirements for the collection, use, maintenance and secure storage of private information, particularly sensitive health information
- boundaries and responsibilities of fitness instructors in completing pre-exercise screenings, determining health risks and providing exercise prescription
- how pre-exercise screening and referral of at-risk clients relate to duty of care
- aims of pre-exercise screening processes and importance of implementing at different times:
  - prior to clients beginning an exercise program from sedentary and low exercise levels
  - prior to significant exercise program changes
  - when client's personal health status changes significantly
  - when assuming exercise programming responsibility for a client previously screened by others
- industry standard pre-exercise screening questionnaires and guidelines:
  - format and inclusions
  - purpose of different stages of screening questionnaires
  - how to use to identify and evaluate client health risk factors
  - circumstances indicating need for referral to medical and allied health professionals
- health risk factors to be considered in screening clients for participation in exercise programs, why these factors are important, and how single and multiple factors contribute to assessment outcomes:
  - chronic disease in client and family history of disease:
    - cardiovascular disease including coronary heart disease and stroke
    - chronic obstructive pulmonary disease (COPD)
    - asthma
    - metabolic disease including diabetes mellitus
    - musculoskeletal disorders
  - adverse responses to physical activity including chest pain and dizziness
  - hypertension and hypotension
  - high cholesterol
  - high blood sugar
  - muscle, bone, tendon, ligament and joint injuries, pain and problems, including diagnosed and of significant concern
  - use of and reasons for prescribed medications
  - reasons for hospital admissions during previous year
  - body composition including underweight, overweight and obesity
  - antenatal and post-natal general issues and conditions
  - smoking

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- role of medical and allied health professionals and their area of expertise in providing guidance for client exercise participation and prescription:
  - general practitioners (GPs)
  - rehabilitation physicians
  - sports physicians
  - physiotherapists
  - accredited exercise physiologists
  - accredited practising dietitians
- essential information included in referrals:
  - fitness instructor and facility details
  - client details
  - client consent for release of health information
  - reasons for referral
  - guidance being sought
  - copy of completed pre-exercise screening tool
- how to locate, use and adapt template referral letters
- legal and ethical obligations of obtaining and documenting informed consent from clients to:
  - share screening information with medical and allied health professions
  - authorise medical and allied health professionals to release health information to fitness instructors
- how to tailor consent documentation according to a client's instructions when they choose to limit information to be released to and from medical and allied health professionals
- how to take basic body measurement techniques recorded for screening and how to calculate body mass index (BMI):
  - weight in kilograms
  - height in metres
  - waist circumference in centimetres
- blood pressure and how to operate a blood pressure monitor
- features and benefits of different types of services offered by fitness facilities:
  - group classes
  - programs, advice and support provided by gym instructors
  - personalised exercise programming and instruction by personal trainers
  - supplementary services offered to promote health and wellbeing
- overview of the health benefits of exercise activities, and examples of exercise classes that feature:
  - cardiovascular exercises
  - resistance exercises
  - flexibility exercises
  - high impact exercise
  - low impact exercise.

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Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure the use of:

- interaction with clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in simulated activities used for the purpose of skills assessment
- blood pressure monitor
- weight scales
- tape measures which can include stadiometers for measuring height
- industry standard pre-exercise screening questionnaire and guidelines
- informed consent forms
- client record keeping forms
- template referral letters.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT033 Complete client fitness assessments

Modification History

Supersedes and is not equivalent to SISFFIT006 Conduct fitness appraisals.

Application

This unit describes the performance outcomes, skills and knowledge required to assess current fitness capabilities of clients using information from industry standard pre-exercise screening as the starting point. It requires the ability to complete assessments using a range of activities and measurements and to document outcomes.

Assessment may occur prior to clients beginning an exercise program, before changes to programs and when their health status changes. Outcomes are used by fitness instructors to plan client programs. Skills for planning are covered in complementary units.

This unit applies to gym instructors and personal trainers, who work unsupervised when interacting with clients using discretion and judgement to provide individually tailored client assessments. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations, depending on their job role.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for fitness assessments.	1.1. Review client pre-exercise screening and medical guidance documentation to identify relevant information for fitness assessment. 1.2. Communicate purpose, benefits and scope of fitness assessment to client, and obtain client consent. 1.3. Consult with client to identify their goals and preferences to inform fitness assessment. 1.4. Build trust and rapport with client by using client-centred communication showing sensitivity and empathy during interactions.
2. Assess current fitness capabilities.	2.1. Select assessment activities and exercise equipment suited to individual client profile. 2.2. Demonstrate and explain correct techniques appropriate for the exercise activity. 2.3. Use monitors and measuring equipment to take and record accurate client data. 2.4. Use communication techniques that encourage and support the client during completion of activities. 2.5. Monitor client during activities and immediately discontinue if signs and symptoms of exercise intolerance appear. 2.6. Evaluate results to determine client's current fitness capabilities. 2.7. Review client goals against assessment results and determine suggested changes. 2.8. Accurately record assessment outcomes in client records.
3. Communicate assessment outcomes.	3.1. Explain assessment results to client and the implications for client goals and exercise programs. 3.2. Discuss and confirm adjustments to client goals and suggest options for exercise activities based on assessment outcomes and availability of fitness services. 3.3. Identify and communicate, to client, need for guidance from medical and allied health professionals prior to client participation in exercise programs. 3.4. Document and provide referral information to relevant medical and allied health professionals according to client needs and confidentiality procedures. 3.5. Encourage and respond to client feedback and questions. 3.6. Document assessment information in appropriate format to facilitate individual exercise program planning.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, involving health and fitness terminology and abbreviations.
Writing skills to:	• use fundamental sentence structure to complete forms and reports that require factual and subjective information.
Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided • provide fitness information to clients using plain language and terms easily understood.
Numeracy skills to:	• interpret numerical information of varying complexity in client pre-exercise screening records including symbols, abbreviations, percentages, weights, volumes, ratios and pressures • interpret, discuss and record numerical data from monitoring equipment involving pressures, rates and times.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT006 Conduct fitness appraisals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT033 Complete client fitness assessments

Modification History

Supersedes and is not equivalent to SISFFIT006 Conduct fitness appraisals.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a fitness assessment of three different clients including:
  - a female adult
  - a male adult
  - a client aged 55 years or over
- for each of the above three clients:
  - measure heart rate at rest, during exercise and post exercise using a heart rate monitor
  - select and use client-appropriate activities to assess:
    - cardiovascular endurance
    - muscle strength
    - muscle endurance
    - flexibility
  - accurately record results in client records and prepare information to facilitate exercise program development
  - suggest two options for suitable exercise activities according to fitness assessment outcomes and client goals
- according to actual client interactions or case studies:
  - identify two clients with risk factors that require referral to medical or allied health professionals
  - prepare accurate referral documentation for each of the two clients to obtain guidance from medical or allied health professionals for exercise participation and prescription.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal obligations to maintain confidentiality of client information including requirements for the collection, use, maintenance and secure storage of private information, particularly sensitive health information
- boundaries and responsibilities of fitness instructors in completing fitness assessments and providing exercise prescription

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- how fitness assessments and referral of at-risk clients relate to duty of care
- type of information provided by industry standard pre-exercise screening processes and implications for fitness assessments:
  - client needs and exercise preferences
  - client body measurements
  - contraindications and precautions for exercise including those provided by medical and allied health professionals
  - indicative recommended level of exercise intensity
- purpose of fitness assessments and benefits for clients and instructors
- key aspects of health-related components of fitness, methods used to assess these and how to interpret results:
  - cardiovascular endurance
  - muscle strength
  - muscle endurance
  - flexibility
- methods for measuring exercise intensity:
  - heart rate response
  - talk test
  - rated perceived exertion (RPE) scale
  - power output
- types of exercise equipment used for fitness assessments and how to complete assessments without using exercise equipment
- functions of heart rate monitors used for fitness assessments and how to operate
- meaning of exercise intolerance and common signs and symptoms
- fitness assessment situations and outcomes indicating the need for referral to medical and allied health professionals
- essential information included in referrals
- formats of client fitness assessment records and the types of information they include
- services available in the fitness industry that match different fitness levels and types of client goals.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure the use of:

- interaction with clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in simulated activities used for the purpose of skills assessment

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- heart rate monitor
- template referral letters
- client records which include completed industry standard pre-exercise screening documentation.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT034 Assess client movement and provide exercise advice

Modification History

Supersedes and is not equivalent to SISFFIT018 Promote functional movement capacity.

Application

This unit describes the performance outcomes, skills and knowledge required to assess movement capacity in individual clients and provide advice on exercises to achieve optimal movement and safe and effective exercise technique. While this assessment may be completed as a separate dedicated activity, outcomes and recommended exercises may then be integrated into overall fitness programs for individual clients.

Assessment and advice are provided to clients who do not have unstable health conditions, pain or injury identified through pre-exercise screening and fitness assessment. The unit does not include assessment for the purposes of providing advice or treatment of injury or disease. In this case the fitness instructor refers clients to relevant medical or allied health professionals.

This unit applies to personal trainers who work independently with clients using discretion and judgement to provide individually tailored client movement assessments. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces, and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish client needs.	1.1. Review outcomes of client pre-exercise screening and fitness assessment and identify relevant information for movement assessment. 1.2. Consult with client to obtain information about their needs in relation to movement capacity. 1.3. Build trust and rapport with client by using client-centred communication showing sensitivity and empathy during interactions. 1.4. Provide clear explanations about the importance of effective dynamic posture and movement capacity during exercise within scope of the personal trainer role.
2. Assess client movement.	2.1. Select movements and exercises based on individual client needs and provide clear and accurate instruction and demonstration. 2.2. Observe client static postural alignment and identify deviations outside normal range that may affect movement. 2.3. Observe client movement and range of movement and identify joint mobility and movement restrictions. 2.4. Identify unsafe and ineffective dynamic posture, movement patterns and exercise technique. 2.5. Identify client balance and stability limitations. 2.6. Accurately record observations of client static and dynamic posture and movement.
3. Provide advice on exercises for optimal movement.	3.1. Review outcomes of assessment and explain implications to client using language and visual aids when required to support client understanding. 3.2. Identify and communicate need for guidance from medical and allied health professionals. 3.3. Suggest and demonstrate exercises that promote movement, optimise exercise performance and reduce likelihood of injury. 3.4. Ask client to complete exercises and advise on modifications to their technique and dynamic posture. 3.5. Identify and advise client of unsuitable exercises and activities based on assessment outcomes. 3.6. Document movement assessment outcomes and exercises in client records and integrate into broader client program development based on individual needs.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening records, including health and fitness terminology and abbreviations • interpret potentially complex information about human anatomy, physiology and movement.
Writing skills to:	• use fundamental sentence structure to summarise subjective information in client records and record factual outcomes of observations.
Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding • explain information that includes anatomical and physiological references using terms that clients can understand • support verbal explanations using visual aids including diagrams and infographics.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT018 Promote functional movement capacity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT034 Assess client movement and provide exercise advice

Modification History

Supersedes and is not equivalent to SISFFIT018 Promote functional movement capacity.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assess the posture and movement capacity of three different clients including:
  - a female adult
  - a male adult
  - a client aged 55 years or over
- for each of the above three clients:
  - make observations about static posture using appropriate tools
  - assess dynamic posture, balance, movement quality and limitations
  - use the following movement patterns during assessment:
    - squat
    - lunge
    - hinge
    - horizontal push
    - horizontal pull
    - vertical push
    - vertical pull
    - rotation
  - explain assessment outcomes and accurately record results in client records
  - recommend and demonstrate three exercises to address identified issues
  - have client complete the three exercises and observe and modify technique as required to correct technique
  - consistently use client-centred communication during all interactions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- client-centred communication techniques for establishing and building trust and rapport, and how they may vary depending on individual client characteristics

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- scope of practice for a personal trainer in assessing movement and posture, and recommending exercises:
  - boundaries and responsibilities
  - relationship between fitness instructors and medical and allied health professionals in supporting optimum client movement
  - situations where referral to medical and allied health professional is required:
    - pain during movement and exercise
    - static postural deviations outside normal ranges
    - client inability to correct dynamic posture
    - restricted joint mobility, strength imbalance, and stability concern that is limiting function
- basic aspects of current and emerging evidence-based research about movement and postural alignment and the impacts on movement and exercise prescription
- static posture:
  - types of measuring tools and observations used for basic assessments
  - recommended alignment and ranges based on individual structural differences
- influences affecting dysfunctional movement patterns and exercise technique:
  - abnormalities of the musculoskeletal system including the spine
  - damage to bones and connective tissue including ligaments and cartilage
  - asymmetrical muscle tone
  - poor muscle endurance
  - poor muscle strength
  - locomotive gait including walking, jogging and running
- deviations in postural alignment outside of normal ranges and functional limitations that can occur at commencement, during, and on completion of exercise and movement:
  - spinal curvature including lordosis and kyphosis
  - scapula setting:
    - winging of scapula
    - anterior tipping and tilting
    - upward and downward rotation
  - hip and pelvis position:
    - anterior and posterior
    - internal and external rotation
  - knee alignment, varus and valgus
  - foot alignment:
    - rotation
    - pronation and supination
- relationship between the following postural variances and potential for injury, and injury prevention techniques when they are present:
  - excessive posterior and anterior pelvic tilt
  - genu varum and genu valgum

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    - hyperextension of knees
    - increased pronation of foot and ankle complex
    - increased supination of foot and ankle complex
    - spinal curvature including lordosis and kyphosis
    - lateral tilt of pelvis and head
    - rotated patella
    - rounded shoulders
    - winging of scapula
- effective dynamic posture and correct execution for major foundational movement patterns:
    - squat
    - lunge
    - hinge
    - horizontal push
    - horizontal pull
    - vertical push
    - vertical pull
    - rotation
- normal range of movement for major joints and types of flexibility exercises that support improved range of movement
- characteristics of balance and types of exercises that support improved balance:
    - base of support
    - centre of gravity and factors that can cause changes to a person's centre of gravity:
        - age
        - pregnancy
        - being overweight
    - limits of stability
    - components of balance maintenance
    - balance disturbance and key causes.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure use of:

- interaction with clients; these can be:
    - clients in an industry workplace, or
    - individuals who participate in simulated activities used for the purpose of skills assessment

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- measuring tools including at least two of the following: flexometers, goniometers, plurimeters, plumb lines, grids and tape measures
- still and video cameras which can be mobile phone based
- equipment for selected assessment exercises
- visual aids for explanation of movement and postures
- client records which include completed industry standard pre-exercise screening documentation.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT035 Plan group exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT007 Instruct group exercise sessions, and SISFFIT023 Instruct group personal training programs.

Application

This unit describes the performance outcomes, knowledge and skills required to plan group exercise sessions designed for participation by mixed ability groups, or by groups that predominately comprise a particular profile, for example, older people. It requires the ability to account for the participation of individuals from specific population groups and of diverse abilities and allow for modifications that can be made during instruction.

It covers skills for evaluating and improving sessions in response to participant and instructor feedback, noting that sessions might be delivered by self or others. Skills for instructing group exercise sessions are covered in a complementary unit.

Exercise sessions are diverse in nature. They could combine or specifically concentrate on cardiovascular, resistance and flexibility exercises, and be delivered with or without music.

This unit applies to group fitness instructors and personal trainers who use discretion and judgment when planning sessions to meet diverse participant needs. Instructors practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and other locations, depending on their role.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify needs and expectations of diverse participants.	1.1. Identify diverse reasons and goals for participation in group exercise sessions and evaluate how these can be accommodated in a group setting. 1.2. Identify characteristics, abilities and special needs of participants from specific population groups and determine ways that session inclusions can address needs. 1.3. Identify common injury and medical barriers for participation in group exercise sessions and determine how session inclusions can be modified.
2. Plan group exercise sessions.	2.1. Determine type of session and fitness goals to be targeted. 2.2. Identify participant characteristics, abilities and fitness levels and determine group profile. 2.3. Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile. 2.4. Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile. 2.5. Plan for exercise phases and volume within boundaries of session duration. 2.6. Determine ways that exercise type and intensity and load can be modified during instruction to meet individual participant abilities and needs. 2.7. Document session plans according to organisational formats.
3. Review and modify future sessions.	3.1. Collate and review feedback provided by participants and instructors. 3.2. Identify successes, problems and difficulties with session delivery. 3.3. Modify and improve future sessions according to feedback.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Writing skills to:	• produce detailed session plans that use fitness terminology and abbreviations for instructional use • use fundamental sentence structure to complete basic evaluation records that require factual and subjective information.
Numeracy skills to:	• record and complete calculations and estimations of varying complexity for session plans involving times, intervals, volume, speeds and loads.
Problem-solving skills to:	• critically evaluate successes and failures of sessions to initiate future improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT007 Instruct group exercise sessions, and SISFFIT023 Instruct group personal training programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT035 Plan group exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT007 Instruct group exercise sessions, and SISFFIT023 Instruct group personal training programs.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
  - at least one session for each of the following participant groups:
    - female adults
    - male adults
    - participants aged 55 years or over
- across the above six sessions collectively incorporate the following:
  - cardiovascular exercises
  - resistance exercises
  - flexibility exercises
  - exercises with and without equipment
- for two sessions and according to actual feedback or case studies:
  - review feedback provided by group participants
  - evaluate instructor feedback
  - modify future session content, and document details of the evaluation and changes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common reasons and goals for people participating in group exercise sessions
- different types of group exercise classes typically offered by the following and how these relate to general consumer market preferences, expectations and goals:
  - fitness gyms
  - leisure and community centres
  - personal trainers
- general factors that affect session design:
  - venue type and layout

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    - availability of different types of exercise equipment
    - session duration preferences of different group markets
- factors that affect session design for particular client groups and mixed groups:
    - physical differences that need to be considered for:
        - adults of different sexes
        - older people
        - antenatal, postnatal, menopausal and post-menopausal women
    - cultural needs and expectations
    - differing fitness levels, and whether coming from sedentary or active base
- for a range of common injuries, medical conditions, and health risk factors:
    - contraindications and precautions for different types of exercise sessions and exercises
    - how exercises, intensity and loads can be modified to allow safe participation by individuals with low risk injuries and health conditions
- the meaning of the following components of fitness and how exercises can target improvements for each:
    - health-related components:
        - cardiovascular endurance
        - muscle strength
        - muscle endurance
        - flexibility
        - body composition
    - skill-related components:
        - coordination
        - balance
        - reaction time
        - proprioception
- different types of exercises and equipment that can be used:
    - cardiovascular exercises:
        - continuous
        - interval
    - resistance exercises using:
        - free weights
        - gym equipment including weight machines
        - body weight
    - flexibility exercises:
        - dynamic
        - static
- how different types of exercises can be combined and sequenced for safety and optimum effectiveness in group exercise sessions

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- how the FITT (frequency, intensity, time and type) principle is used to structure group exercise sessions
- established phases of exercise sessions, their underpinning rationale and timing for each within designated time of session:
  - warm up
  - main workout
  - cool down and stretches
- components of exercise sessions, and how they can be used effectively for goals targeted by group sessions:
  - exercise order
  - volume and intensity of exercises
  - repetitions and sets
  - repetition tempo
  - rest intervals
- training techniques that can be used in group exercise sessions, how they can be used, and considerations for their use:
  - supersets
  - interval training including high intensity interval training (HIIT)
  - circuit training
- considerations for choreographing and cueing sequences of movements and exercises for group exercise sessions
- considerations for the use of music in instruction of group exercise sessions:
  - licensing requirements
  - tempo of music suited to different phases of exercise sessions and types of movements and exercises
  - how different styles of music impact on participant motivation
- format and inclusions of documented group exercise session plans
- methods that can be used to evaluate effectiveness of group exercise sessions:
  - participant and instructor evaluation questionnaires and reports
  - discussions with instructors delivering sessions
  - self-evaluation
  - evaluation of complaints, problems and difficulties.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure the use of:

- information about the environment in which activities will be instructed to allow for appropriate session design

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- template group exercise session plans
- template participant and instructor evaluation questionnaires and evaluation reports.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate III or IV in Fitness, and have a collective period of at least two years‘ experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT036 Instruct group exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT007 Instruct group exercise sessions, SISFFIT009 Deliver pre-choreographed or prescribed community fitness, SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music, SISFFIT011 Instruct approved community fitness programs, and SISFFIT023 Instruct group personal training programs.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and deliver land-based group exercise sessions according to predesigned session plans which may have been developed by self or others.

It requires the ability to use exercise instructional techniques, and cater for different participant needs, in a mixed ability group situation within the confines of session guidelines.

Skills for planning group exercise sessions are covered in a complementary unit.

Exercise sessions are diverse in nature. They could combine or specifically concentrate on cardiovascular, resistance and flexibility exercises, and be delivered with or without music.

This unit applies to group fitness instructors who work unsupervised when instructing groups, using discretion and judgement to solve routine problems and are guided by policies and procedures. It also applies to personal trainers working independently with groups. Instructors practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and other locations, depending on their role.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for group session.	1.1. Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery. 1.2. Prepare required physical resources and check for safety and serviceability. 1.3. Follow pre-exercise screening procedures and assess participant characteristics, condition and capability as they present through observation and verbal screening and provide required response. 1.4. Allocate exercise equipment to match participant characteristics and types of exercises.
2. Brief participants.	2.1. Provide clear safety information about environment, equipment and group spacing for exercises. 2.2. Explain participant responsibility to work within their capability and provide clear advice on contraindications and precautions for particular activities during session. 2.3. Introduce session and its basic components using communication suited to participant characteristics.
3. Deliver group exercise session.	3.1. Follow predesigned session structure and timings. 3.2. Use voice projection techniques suited to the environment and nature of exercise activity. 3.3. Combine clear and accurate verbal instructions and demonstrations for exercise technique. 3.4. Use group communication techniques that motivate participants to maintain active participation in the session. 3.5. Monitor participant technique and safety and provide feedback, encouragement and corrective instruction based on observations. 3.6. Facilitate effective group interaction to maintain group cohesion, engagement and safety. 3.7. Observe individual participants, respond to difficulties and modify their activities to suit needs and to ensure engagement and comfort.

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4. Evaluate group session.	4.1. Seek and acknowledge feedback from participants and evaluate satisfaction with session. 4.2. Evaluate own performance and identify areas for improvement. 4.3. Complete session documentation and evaluation according to record keeping procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar session plans which include fitness terminology and abbreviations • interpret detailed familiar procedures for instructing and reporting on group exercise sessions.
Writing skills to:	• use fundamental sentence structure to record factual and subjective information in session documentation.
Oral communication skills to:	• provide clear and unambiguous information to participants using language and terms easily understood.
Numeracy skills to:	• follow and adjust session timings to meet requirements of session duration.
Problem-solving skills to:	• critically evaluate successes and failures of sessions to contribute to improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT007 Instruct group exercise sessions, SISFFIT009 Deliver pre-choreographed or prescribed community fitness, SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music, SISFFIT011 Instruct approved community fitness programs, and SISFFIT023 Instruct group personal training programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT036 Instruct group exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT007 Instruct group exercise sessions, SISFFIT009 Deliver pre-choreographed or prescribed community fitness, SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music, SISFFIT011 Instruct approved community fitness programs, and SISFFIT023 Instruct group personal training programs.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct three predesigned group exercise sessions:
  - each with a minimum duration of 45 minutes
  - each with at least six participants
  - one group that is predominately comprised of female adults
  - one group that is predominately comprised of male adults
  - one group that is predominately comprised of participants aged 55 years or over
- across the above three sessions collectively, instruct:
  - cardiovascular exercises
  - resistance exercises
  - flexibility exercises
  - exercises with and without equipment
- for each of the above three sessions:
  - prepare environment and equipment
  - pre-screen participants for current condition
  - brief participants and provide safety information tailored to the environment and types of exercises
  - incorporate the following techniques:
    - optimal instructor positioning
    - clear verbal communication
    - optimal voice projection
    - combined explanation and demonstration of safe exercise technique
    - verbal and visual cueing
    - motivational communication
  - complete accurate session documentation and evaluation reports
- according to actual client interactions or case studies:

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- identify two situations from pre-session screenings that require recommendations on exercise participation, explain exercise precautions and provide recommendations for modifications
- respond to two individuals showing signs of over exertion or difficulty, and modify their activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- procedures for:
  - pre-exercise screening of group participants
  - maintaining records for session delivery and evaluation
- environmental factors that may impact session delivery and how to respond:
  - noise
  - venue climate control and ventilation
- safety and serviceability checks for equipment used with cardiovascular, resistance and flexibility exercises
- considerations for the use of music in instruction of group exercise sessions:
  - type and operation of music equipment
  - volume and instructor positioning in relation to sound system
- types of observations and verbal screening questions that can be used to assess suitability of individuals for participation
- safety considerations for group exercise sessions and importance of clear and accurate briefing information:
  - appropriate spacing for group numbers and exercise types
  - importance of participants working within own capability and tailoring intensity
  - dangers of exercising while sick
  - common medical conditions and injuries, contraindications and precautions for exercises, and how exercises, intensity and loads can be modified to allow safe participation by individuals with low risk injuries and health conditions
- participant clothing and footwear appropriate for comfort and safety, and how this may vary according to different cultural backgrounds
- established phases of exercise sessions and their underpinning rationale:
  - warm up
  - main workout
  - cool down and stretches
- types of exercises, equipment that can used and safe techniques for their completion:
  - cardiovascular exercises:
    - continuous
    - interval
  - resistance exercises using:

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    - free weights
    - gym equipment including weight machines
    - body weight
  - flexibility exercises:
    - dynamic
    - static
- benefits and impacts on the body of different types of exercises and specific injury prevention strategies
- physical differences that need to be considered and ways that exercises can be modified for:
  - adults of different sexes
  - older people with low risk health conditions
  - antenatal, postnatal, menopausal and post-menopausal women with low risk health conditions
- factors that affect selection of equipment to suit participants
- group exercise instructional techniques and how they impact effectiveness of instruction:
  - optimum positioning of instructor
  - physical formation of group
  - movement breakdown and combination
  - combining explanation and demonstration
  - verbal and visual cueing
  - mirror imaging
- ways of varying instruction:
  - to meet the needs different participant characteristics
  - to cater for individual abilities within a group
- group communication techniques used for the following, and how they may vary depending on participant profile:
  - voice projection with and without the use of a sound system
  - establishing rapport with group
  - providing clear instruction in group environment
  - motivating and encouraging participants of different abilities to keep them engaged and challenged
  - maintaining group cohesion
  - providing constructive feedback and positive reinforcement
- key considerations for monitoring participant comfort and safety during group exercise sessions:
  - common indicators of over exertion that can be observed in a group situation
  - how the talk test and rated perceived exertion (RPE) scale can be applied in a group situation
  - when exercise intensity and technique should be modified for individuals and how to instruct individuals while maintaining group momentum

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    - situations that indicate individuals should stop exercising
- factors to consider in session evaluation:
    - suitability of physical environment and availability of suitable equipment
    - structure and timing
    - suitability of exercises and equipment for session objectives
    - participant feedback
    - trainer communication and instruction.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with group participants; these can be:
    - group participants in an industry workplace, or
    - group participants who participate in simulated activities used for the purpose of skills assessment
- equipment for exercises
- predesigned session plans for group exercise sessions
- template evaluation reports
- procedures for:
    - pre-exercise screening of group participants
    - maintaining records for session delivery and evaluation.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

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SISFFIT037 Develop and instruct group movement programs for children

Modification History

Supersedes and is not equivalent to SISFFIT012 Instruct movement programs to children aged 5 to 12 years.

Application

This unit describes the performance outcomes, skills and knowledge required to develop movement programs and individual sessions for children aged up to 12 years, and to deliver those programs to groups of children. Programs are those which are designed to promote movement, physical activity and general wellbeing and may consist of multiple sessions. Programs may be developed for general consumer groups or customised to the needs of a particular client organisation, such as a school. They may include the use of basic equipment such as balls, ropes and mats, but do not include instruction involving specialised equipment found in gyms or other fitness facilities.

It requires the ability to evaluate and improve programs in response to feedback and evaluation.

This unit applies to group fitness instructors and personal trainers. They use discretion and judgment to plan programs and work unsupervised when delivering group sessions in settings such as fitness facilities, gyms, leisure and community centres, child care centres, schools and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication. However, individuals must receive formal clearance to work with children through completion of a working with children check required in the relevant State or Territory.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop movement programs for children.	1.1. Identify known and potential participants and investigate physical activity needs based on their age, stage of development and physical abilities. 1.2. Determine key objectives for children's movement program based on identified needs and characteristics. 1.3. Select movement activities that target key elements of physical literacy suited to participant characteristics. 1.4. Structure program to achieve objectives. 1.5. Determine volume, intensity and frequency of activities required to achieve program objectives. 1.6. Determine and incorporate instructional techniques and instructor ratios appropriate for children and participant age and stage of development. 1.7. Identify and incorporate requirements for instructional assistance from parents or carers. 1.8. Identify specific risk factors and precautions for implementation based on nature of both program and participants.
2. Plan movement sessions for children.	2.1. Determine objectives of individual sessions within movement program. 2.2. Select, balance and sequence activities within session duration based on participant age and stage of development. 2.3. Incorporate injury prevention strategies that respond to exercise risks for children. 2.4. Document session plans according to organisational formats.

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3. Prepare for session.	3.1. Review details of completed pre-exercise screening questionnaire and informed consent from parents or guardians. 3.2. Access, prepare and check environment to meet session requirements. 3.3. Prepare and check required equipment for safety and serviceability. 3.4. Inform children, parents or carers about activities and safety rules, check their understanding.
4. Instruct children's movement sessions.	4.1. Follow predesigned session structure and timings. 4.2. Use voice projection techniques suited to environment, nature of activity and children's characteristics. 4.3. Provide and combine clear verbal instruction and demonstration to support children's understanding. 4.4. Use communication techniques that promote physical activity and encourage an enjoyable, interactive and inclusive experience. 4.5. Monitor children's technique and safety and provide positive feedback, encouragement and corrective instruction based on observations. 4.6. Facilitate effective group interaction to maintain group control, engagement and safety. 4.7. Observe individual children, respond to difficulties and modify their activities to suit needs and to ensure engagement and comfort.
5. Evaluate children's movement programs.	5.1. Seek and acknowledge feedback from children, and their parents or carers. 5.2. Evaluate own performance and identify areas for improvement. 5.3. Determine extent to which objectives are being achieved and compare with expectations outlined in program plan. 5.4. Modify and update program and future sessions according to feedback and evaluation. 5.5. Maintain current program documentation according to procedures.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret information of varying complexity about exercise options for young children, including fitness and health terminology.
Writing skills to:	• produce detailed program and session plans that use fitness terminology and abbreviations for instructional use • use fundamental sentence structure to complete basic evaluation reports that require factual and subjective information.
Oral communication skills to:	• provide clear and unambiguous information using language and terms easily understood by both young children and adults • use age-appropriate group communication skills during instruction.
Numeracy skills to:	• complete calculations of varying complexity for program and session plans involving times, frequency and intervals • monitor and adapt session timings to meet program guidelines.
Problem-solving skills to:	• critically evaluate successes and failures of programs to initiate improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT012 Instruct movement programs to children aged 5 to 12 years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT037 Develop and instruct group movement programs for children

Modification History

Supersedes and is not equivalent to SISFFIT012 Instruct movement programs to children aged 5 to 12 years.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document one movement program for groups of children aged up to 12 years
- develop, document and instruct three group movement sessions, each with a minimum duration of 30 minutes and with at least six participants, that collectively target the following elements of physical literacy with exercises suited to the particular age group:
  - movement skills
  - moving with equipment
  - object manipulation
  - coordination
  - stability and balance
  - flexibility
  - agility
  - strength
  - muscular endurance
  - cardiovascular endurance
  - reaction time
  - speed
- for each of the above sessions:
  - complete participant pre-exercise screening processes using industry standard screening questionnaire and guidelines for children
  - consistently use instructional and communication techniques that are suited to participant age and stage of development
  - consistently engage children through positive feedback and reinforcement of strengths
  - cater to the individual needs of one child participant by modifying activities to suit
- according to actual participant interactions or case studies, evaluate the effectiveness of one children’s group movement program, modify program and session content and document details of the evaluation and changes made.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- procedures for maintaining program documentation
- boundaries and responsibilities of fitness instructors in developing movement programs for children and relationship to duty of care
- legal and ethical requirements for fitness instructors specific to working with children:
  - working with children checks
  - obtaining informed consent from parents or guardians
- typical community and commercial contexts for the delivery of children's movement programs and how this may impact program development and delivery
- key considerations for program development and their application to developing children's movement programs:
  - objectives
  - benefits
  - environment requirements:
    - amount and nature of space required
    - acoustics
    - temperature
    - ventilation
    - hygiene and infection control precautions
    - security
  - participant pre-screening requirements
  - communication protocols
  - equipment requirements and use
  - participant to instructor ratio and maximum numbers
  - injury prevention strategies relevant to age group
- key purpose and content of established national guidelines that support the provision of fitness services to children:
  - movement guidelines for the early years, children and young people
  - Australian Physical Literacy Framework (or its successor):
    - guiding principles
    - components of the framework and domains
    - stages of development
    - elements of the physical domain and how they link to stages of development
  - industry standard pre-exercise screening questionnaire and guidelines for young people
  - industry-developed children's health and fitness services guidelines
- overview of the key stages of development and milestones for female and male children up to 12 years, and implications for exercise programming and instruction:

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    - physical
    - social
    - emotional
    - cognitive
    - language
- principles of safe practice when developing and instructing movement programs for children aged up to 12 years related to:
    - growth and maturation
    - coordination development and control
    - stability
    - posture
    - fundamental movement skills
    - aerobic capacity
- types of individual movement activities suited to children aged up to 12 years consistent with the Australian Physical Literacy Framework, and types of suitable equipment
- group instructional techniques and how they would be used with children:
    - optimum positioning of instructor
    - physical formation of group
    - movement breakdown and combination
    - combining explanation and demonstration
    - verbal and visual cueing
    - mirror imaging
- demonstration and instruction techniques appropriate for a range of children's ages and capabilities including cueing that is:
    - verbal
    - visual
    - tactile
    - kinaesthetic
- ways of varying instruction to cater for individual differences within a group
- communication techniques used for:
    - establishing rapport with groups of children
    - voice projection
    - motivating children through positive feedback and focusing on strengths
    - providing clear instruction that recognises stage of cognitive and language development:
        - using age-appropriate language
        - avoiding fitness terminology
    - providing constructive feedback and positive reinforcement
    - checking own understanding and the understanding of children
- key considerations for monitoring groups of young children in a movement session:

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  - level of supervision
  - physical safety of children
  - monitoring interactions between individual children
- format and inclusions of documented:
  - movement programs
  - movement session plans
- methods used to evaluate effectiveness of children's movement programs:
  - ongoing informal discussions with children, parents or carers
  - ongoing observation and measurement of improvements in children's physical capabilities
  - reflection on own performance.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with participants; these can be:
  - children aged up to 12 years in an industry workplace, or
  - children aged up to 12 years who participate in simulated activities used for the purpose of skills assessment, or
  - individuals who role play children during simulated activities
- indoor or outdoor venue suited to the nature of the movement activity sessions
- equipment required for sessions
- industry standard pre-exercise screening questionnaires and guidelines for young people
- parental informed consent forms
- template group movement program and session plans
- procedures for maintaining program documentation.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT038 Plan group water-based exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT008 Instruct water-based fitness activities, and SISFFIT022 Instruct aquatic sessions for specific population groups.

Application

This unit describes the performance outcomes, skills and knowledge required to plan group water-based exercise sessions designed for participation by mixed ability groups, or by groups that predominately comprise a particular profile, for example, older people. It requires the ability to account for the participation of individuals from specific population groups and of diverse abilities, and allow for modifications that can be made during instruction.

It covers skills for evaluating and improving sessions in response to participant and instructor feedback, noting that sessions might be delivered by self or others. Skills for instructing group water-based exercise sessions are covered in a complementary unit.

Water-based exercise sessions may be conducted in indoor or outdoor pools, with or without equipment. They are most likely to involve music. Sessions could combine or specifically concentrate on cardiovascular, resistance and flexibility exercises. This unit does not apply to the planning of hydrotherapy or rehabilitation sessions.

This unit applies to aqua exercise instructors who use discretion and judgment when planning sessions to meet diverse participant needs. Aqua exercise instructors practise in settings with pools, such as fitness facilities, gyms, and leisure and community centres.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify needs and expectations of diverse participants.	1.1. Identify diverse reasons and goals for participation in group water-based exercise sessions and evaluate how these can be accommodated in a group setting. 1.2. Identify characteristics, abilities and special needs of participants from specific population groups and determine ways that session inclusions can address needs. 1.3. Identify common injury and medical barriers for participation in group water-based exercise sessions and determine how session inclusions can be modified.
2. Plan group water-based exercise sessions.	2.1. Determine type of session and fitness goals to be targeted. 2.2. Identify participant characteristics, abilities and fitness levels and determine group profile. 2.3. Select exercises, training techniques and exercise equipment that target identified fitness goals and that are suited to group profile. 2.4. Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile. 2.5. Plan for exercise phases and volume within session duration. 2.6. Determine ways that exercise type and intensity and load can be modified during instruction to meet individual participant abilities and needs. 2.7. Document session plans according to organisational format.
3. Review and modify future sessions.	3.1. Collate and review feedback provided by participants and instructors. 3.2. Identify successes, problems and difficulties with session delivery. 3.3. Modify and improve future sessions according to feedback.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Writing skills to:	• produce detailed session plans that use fitness terminology and abbreviations for instructional use • use fundamental sentence structure to complete basic evaluation records that require factual and subjective information.
Numeracy skills to:	• complete and record calculations and estimations of varying complexity for session plans involving times, intervals, volume, speeds and loads.
Problem-solving skills to:	• critically evaluate successes and failures of sessions to initiate future improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT008 Instruct water-based fitness activities, and SISFFIT022 Instruct aquatic sessions for specific population groups.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT038 Plan group water-based exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT008 Instruct water-based fitness activities, and SISFFIT022 Instruct aquatic sessions for specific population groups.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document plans for six group water-based exercise sessions, each with a minimum duration of 30 minutes, that includes a session for:
  - at least one session for each of the following participant groups:
    - a group of female adults
    - a mixed sex group
    - a group of participants aged 55 years or over
- across the six sessions above collectively, incorporate the following:
  - anchored and weighted movements
  - active, rebound and energetic movements
  - propulsion or turbulent actions
  - suspended movements in deep or shallow water
  - formations
  - interval training
  - exercises with and without equipment
- for two sessions and according to actual feedback or case studies:
  - evaluate feedback provided by group participants
  - evaluate instructor feedback
  - modify future session content, and document details of the evaluation and changes made.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common reasons and goals for people participating in group water-based exercise sessions
- different types of group water-based exercise classes typically offered by aquatic venues and how these relate to general consumer market preferences, expectations and goals
- general factors that affect session design:
  - indoor and outdoor pool environment

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    - size, depth and gradient of pool
    - water temperature
    - availability of different types of exercise equipment
    - session duration preferences of different group markets
- factors that affect session design for particular client groups and mixed groups:
    - physical differences that need to be considered for:
        - adults of different sexes
        - older people
        - antenatal, postnatal, menopausal and post-menopausal women
    - cultural needs and expectations
    - differing fitness levels, and whether coming from sedentary or active base
- for a range of common injuries, medical conditions, and health risk factors:
    - contraindications and precautions for different types of water-based exercise sessions and exercises
    - how exercises, intensity and loads can be modified to allow safe participation by individuals with low risk injuries and health conditions
- the meaning of the following components of fitness, and how water-based exercises can target improvements for each:
    - health-related components:
        - cardiovascular endurance
        - muscle strength
        - muscle endurance
        - flexibility
        - body composition
    - skill-related components:
        - coordination
        - balance
        - reaction time
        - proprioception
- different types of water-based exercises and equipment that can be used:
    - cardiovascular exercises:
        - continuous
        - interval
    - resistance exercises
    - flexibility exercises
- how different types of water-based exercises can be combined and sequenced for safety and optimum effectiveness in group exercise sessions
- how the FITT (frequency, intensity, time and type) principle is used to structure group water-based exercise sessions
- established phases of exercise sessions, their underpinning rationale and timing for each within designated time of session:

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  - warm up
  - main workout
  - cool down and stretches
- components of water-based exercise sessions, and how they can be used effectively for goals targeted by group sessions:
  - exercise order
  - volume and intensity of exercises
  - repetitions and sets
  - repetition tempo
  - rest intervals
- training techniques that can be used in group water-based exercise sessions, how they can be used, and considerations for their use:
  - supersets
  - pyramiding
  - rebound
  - interval training including high intensity interval training (HIIT)
  - circuit training
- considerations for choreographing and cueing sequences of movements and exercises for group water-based exercise sessions
- considerations for the use of music in instruction of group water-based exercise sessions:
  - licensing requirements
  - tempo of music suited to different phases of exercise sessions and types of movements and exercises
  - how to break music down into phrases and beats per minute to time and sequence exercises with music
  - how different styles of music impact on participant motivation
- format and inclusions of documented group water-based exercise session plans
- methods that can be used to evaluate effectiveness of group exercise sessions:
  - participant and instructor evaluation questionnaires and reports
  - discussions with instructors delivering sessions
  - self-evaluation
  - discussions with venue operator on success of programs offered
  - evaluation of complaints, problems and difficulties.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure the use of:

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- information about the pool environment in which activities will be instructed to allow for appropriate session design
- template group exercise session plans
- template evaluation reports.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a qualification or Statement of Attainment which includes this unit of competency, SISFFIT038, or units that have been superseded by SISFFIT038, and have a collective period of at least two years' experience working in aqua fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT039 Instruct group water-based exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT008 Instruct water-based fitness activities, and SISFFIT022 Instruct aquatic sessions for specific population groups.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and instruct group water-based exercise sessions according to predesigned session plans which may have been developed by self or others. It requires the ability to use aquatic exercise instructional techniques, and cater for different participant needs in a mixed ability group situation, within the confines of session guidelines.

Skills for planning group water-based exercise sessions are covered in a complementary unit.

Water-based exercise sessions may be conducted in indoor or outdoor pools, with or without equipment. They are most likely to involve music. Sessions could combine or specifically concentrate on cardiovascular, resistance and flexibility exercises. This unit does not apply to the provision of hydrotherapy or rehabilitation sessions.

This unit applies to aqua exercise instructors who work unsupervised when instructing groups, using discretion and judgement to solve routine problems but are guided by venue policies and procedures. Aqua exercise instructors practise in settings with pools, such as fitness facilities, gyms, and leisure and community centres.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for water-based session.	1.1. Check and prepare pool environment to meet session requirements and identify and respond to factors that may impact session delivery. 1.2. Prepare required physical resources and check for safety and serviceability. 1.3. Follow pre-exercise screening procedures and assess participant characteristics, condition and capability as they present through observation and verbal screening and provide required response. 1.4. Issue exercise equipment to match participant characteristics and types of exercises.
2. Brief participants.	2.1. Provide clear safety information about exercise depth and gradient and appropriate group spacing. 2.2. Explain participant responsibility to work within their capability and provide clear advice on contraindications and precautions for particular activities during session. 2.3. Introduce session and its basic components using communication suited to participant characteristics.
3. Deliver water-based session.	3.1. Follow pre-designed session structure and timings. 3.2. Use voice projection techniques suited to the pool environment. 3.3. Combine clear and accurate verbal instructions and demonstrations for exercise technique, and explain effects of water on participant movements. 3.4. Use group communication techniques that motivate participants to maintain active participation in the session. 3.5. Monitor participant technique and safety and provide feedback, encouragement and corrective instruction based on observations. 3.6. Facilitate effective group interaction to maintain group cohesion, engagement and safety. 3.7. Observe individual participants, respond to difficulties and modify their activities to suit needs and to ensure engagement and comfort.

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4. Evaluate group-session.	4.1. Seek and acknowledge feedback from participants and evaluate satisfaction with session. 4.2. Evaluate own performance and identify areas for improvement. 4.3. Complete session documentation and evaluation according to record keeping procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar session plans which include fitness terminology and abbreviations • interpret detailed familiar procedures for instructing and reporting on group exercise sessions.
Writing skills to:	• use fundamental sentence structure to record factual and subjective information in session documentation.
Oral communication skills to:	• provide clear and unambiguous information to participants using language and terms easily understood.
Numeracy skills to:	• follow and adjust session timings to meet requirements of session duration.
Problem-solving skills to:	• critically evaluate successes and failures of sessions to contribute to improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT008 Instruct water-based fitness activities, and SISFFIT022 Instruct aquatic sessions for specific population groups.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT039 Instruct group water-based exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT008 Instruct water-based fitness activities, and SISFFIT022 Instruct aquatic sessions for specific population groups.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct three predesigned group water-based exercise sessions:
  - each with a minimum duration of 30 minutes
  - each with at least six participants
  - one group that is predominately comprised of female adults
  - one mixed sex group
  - one group that is predominately comprised of participants aged 55 years or over
- across the above three sessions collectively, instruct:
  - anchored and weighted movements
  - active, rebound and energetic movements
  - propulsion or turbulent actions
  - suspended movements in deep or shallow water
  - formations
  - interval training
  - exercises with and without equipment
- for each of the three sessions:
  - prepare environment and equipment
  - pre-screen participants for current condition
  - brief participants and provide safety information tailored to the pool environment and types of exercises
  - incorporate the following techniques:
    - optimal instructor positioning
    - clear verbal communication
    - optimal voice projection
    - combined explanation and demonstration of safe exercise technique
    - verbal and visual cueing
    - motivational communication
  - complete session documentation and evaluation reports
- according to actual client interactions or case studies:

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- identify two situations from pre-session screenings that require recommendations on exercise participation, explain exercise precautions and provide recommendations for modifications
- respond to two individuals showing signs of over exertion or difficulty, and modify their activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key content of established industry guidelines for safe pool operations relevant to aqua exercise instructors, and associated policies and procedures implemented by pool operators:
  - qualification requirements including those for rescues
  - zoning for water-based exercise programs
  - responsibilities of instructors while on site including supervisory and reporting lines
  - pool conditions and equipment
  - emergencies including rescue equipment that must be on hand
  - pre-exercise screening and briefing of group participants
  - maintaining records for session delivery and evaluation
- workplace health and safety issues for instructors of water-based activities and how to manage these:
  - effects of extended exposure to chlorinated water and sunlight
  - slips, trips and falls and safe pool footwear
  - physical demands of extended energy expenditure on the pool deck and in the pool
- pool environmental factors that may impact session delivery and how to respond:
  - noise
  - sun and glare
  - water temperature
- safety and serviceability checks for aqua exercise equipment
- considerations for the use of music in instruction of water-based exercise sessions:
  - type and operation of music equipment
  - volume and instructor positioning in relation to sound system
- types of observations and verbal screening questions that can be used to assess suitability of individuals for participation
- safety considerations for group water-based exercise sessions and importance of clear and accurate briefing information:
  - emergency procedures and how participants can raise the alarm
  - optimal spacing for group numbers and exercise types
  - exercising depth and gradient of pool for different types of exercises and population groups

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    - importance of participants working within own capability and tailoring intensity accordingly
    - dangers of exercising while sick
    - common medical conditions and injuries, contraindications and precautions for exercises, and how exercises, intensity and loads can be modified to allow safe participation by individuals with low risk injuries and health conditions
- appropriate instructor apparel and participant swimwear and footwear for comfort and safety, and how this may vary according to different cultural backgrounds
- established phases of exercise sessions, their underpinning rationale and timing for each within overall session:
    - warm up
    - main workout
    - cool down and stretches
- different types of water-based exercises, equipment that can be used, and safe techniques for their completion:
    - cardiovascular exercises:
        - continuous
        - interval
    - resistance exercises
    - flexibility exercises
- benefits and impacts on the body of different types of water-based exercises and specific injury prevention strategies
- physical differences that need to be considered and ways that exercises can be modified for:
    - adults of different sexes
    - older people with low risk health conditions
    - antenatal, postnatal, menopausal and post- menopausal women with low risk health conditions
- factors that affect selection of equipment to suit participants
- group exercise instructional techniques and how they impact effectiveness of instruction:
    - optimum positioning of instructor
    - physical formation of group
    - movement breakdown and combination
    - combining explanation and demonstration
    - verbal and visual cueing
    - mirror imaging
    - emulating water-based exercises from the pool deck accounting for hydrodynamics
    - instructing within the pool
- ways of varying instruction:
    - to meet the needs different participant characteristics
    - to cater for individual abilities within a group

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- group communication techniques and how they may vary depending on participant profile:
  - voice projection with and without the use of a sound system
  - establishing rapport with group
  - providing clear instruction in group environment
  - motivating and encouraging participants of different abilities to keep them engaged and challenged
  - maintaining group cohesion
  - providing constructive feedback and positive reinforcement
- key considerations for monitoring participant comfort and safety during group water-based exercise sessions:
  - common indicators of over exertion that are particular to water-based activities
  - when exercise intensity and technique should be modified for individuals and how to instruct individuals while maintaining group momentum
  - situations that indicate individuals should stop exercising
- factors to consider in session evaluation:
  - suitability of physical environment and availability of suitable equipment
  - structure and timing
  - suitability of exercises and equipment for session objectives
  - participant feedback
  - trainer communication and instruction.

Assessment Conditions

Skills must be demonstrated in an indoor or outdoor pool facility meeting current state or territory and local government regulations. The facility owner or operator must have guidelines or policies and procedures to regulate the safe operation of the facility and its use by facility users and instructors based on current industry guidelines for safe pool operations.

Pools can be publicly or commercially owned and operated, and can be in diverse locations including educational institutions, clubs, fitness facilities, gyms, and leisure and community centres.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- rescue equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with group participants who are participating in exercise activities within a pool; these can be:
  - group participants in an industry workplace, or
  - group participants who participate in simulated activities used for the purpose of skills assessment

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- aqua equipment for exercises
- pre-designed session plans for group water-based exercise sessions
- template evaluation reports
- established industry guidelines for safe pool operations relevant to aqua exercise instructors, and associated guidelines or policies and procedures implemented by pool operators.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a qualification or Statement of Attainment which includes this unit of competency, SISFFIT039, or units that have been superseded by SISFFIT039, and have a collective period of at least two years' experience working in aqua fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT040 Develop and instruct gym-based exercise programs for individual clients

Modification History

Supersedes and is not equivalent to SISFFIT003 Instruct fitness programs.

Application

This unit describes the performance outcomes, skills and knowledge required to develop tailored gym-based exercise programs for individuals where the level of personalised instruction, ongoing client monitoring and program evaluation is limited. Clients are provided with initial instruction and then largely self-manage their own exercise sessions at the gym, according to the program, without ongoing one-to-one instruction.

It requires the ability to integrate information from pre-exercise screenings, fitness assessments, and any medical guidance that may have been received for particular clients, to design suitable programs.

This unit applies to gym instructors and gym-based personal trainers who work unsupervised when interacting with clients using discretion and judgement and are guided by policies and procedures. They practise in settings such as fitness facilities, gyms, and leisure and community centres.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify client needs.	1.1. Review outcomes of client pre-exercise screening and fitness assessment and identify relevant information for program design. 1.2. Identify implications of medical guidance for exercise programming and duty of care to follow. 1.3. Discuss exercise preferences and consult with client to identify their short- and long-term fitness goals to inform program design. 1.4. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 1.5. Develop and document client profile to assist with programming.
2. Develop program and session structure.	2.1. Review client's exercise preferences, goals, current abilities and medical advice to determine types of exercises and equipment for program. 2.2. Determine type and frequency of exercise sessions required for client to achieve goals. 2.3. Select exercises, training techniques and exercise equipment that target client's fitness goals. 2.4. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age, sex and existing fitness capabilities. 2.5. Plan for exercise phases and volume within client's preferred session duration. 2.6. Document program and session plans for use by client according to organisational format.

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3. Provide initial instruction and advice.	3.1. Provide clear and accurate exercise technique instruction and demonstration to client. 3.2. Demonstrate safe use of equipment included in program. 3.3. Observe client exercise technique for safety and effectiveness and provide corrective instruction based on observations. 3.4. Provide advice to client about how to adapt and progress exercise volume and intensity over time to achieve fitness goals. 3.5. Seek feedback from client about proposed program and record agreed modifications before finalising program. 3.6. Provide information about ongoing program monitoring and evaluation options and agree to approach based on client preferences.
4. Provide ongoing service to client.	4.1. Identify and use opportunities to interact with and support client during their gym sessions and seek feedback on their experience with program. 4.2. Complete formal program evaluation based on client requests and organisational requirements for periodic evaluation. 4.3. Modify and update program according to feedback and evaluation. 4.4. Update client records with details of evaluation and modifications.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, *along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, including health and fitness terminology and abbreviations.
Writing skills to:	• present client-based information using plain language and minimal technical terminology for ease of understanding • use fundamental sentence structure to complete program templates and client records that require factual and subjective information.

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Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided • provide fitness and exercise information to clients using plain language and terms easily understood.
Numeracy skills to:	• complete and record calculations and estimations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.

Initiative and enterprise skills to:	• critically evaluate:
	  • all client requirements for appropriate program design
	  • successes and failures of programs to initiate improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT003 Instruct fitness programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT040 Develop and instruct gym-based exercise programs for individual clients

Modification History

Supersedes and is not equivalent to SISFFIT003 Instruct fitness programs.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role.

- develop and document one individually tailored gym-based exercise program for three clients, to collectively include:
  - a female adult client
  - a male adult client
  - a client aged 55 years or over
  - a client for whom medical guidance has been received
- for each of the above three clients:
  - develop and document two session plans, each with a minimum duration of 30 minutes
  - instruct two sessions according to the above session plans, each with a minimum duration of 30 minutes
  - consistently use client-centred communication and instructional techniques
- across the above six session plans collectively, incorporate the following:
  - cardiovascular exercises
  - resistance exercises
  - flexibility exercises
  - exercises with and without equipment
- according to actual client interactions or case studies, evaluate the effectiveness of two client programs, modify program and session content and document details of the evaluation and changes made.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and scope of established gym procedures that impact fitness instruction
- boundaries and responsibilities of fitness instructors in providing tailored gym-based programs for clients and relationship to duty of care
- differences between gym-based programs where clients largely self-manage their exercise activities, and fully personalised programs involving ongoing one-to-one instruction

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- type of client information provided by pre-exercise screening and fitness assessment processes, and implications for exercise programming:
  - client needs and exercise preferences
  - client body measurements
  - client fitness data and indication of suitable exercise intensity
- types of client guidance that may be provided by medical and allied health professionals and implications for exercise programming:
  - injury management protocols
  - contraindications and precautions for types of exercise for those with medical conditions and health risk factors
  - exercise recommendations for client health improvement and collaborative rehabilitation
- factors that affect the design of client-tailored gym-based exercise programs:
  - physical differences that need to be considered for:
    - adults of different sexes
    - older people
    - antenatal, postnatal, menopausal and post-menopausal women
  - exercise history and current abilities
  - desired frequency of gym attendance and other personal exercise activities
  - client goals
- the meaning of the following components of fitness, and how exercises can target client goals and improvements for each:
  - health related components:
    - cardiovascular endurance
    - muscle strength
    - muscle endurance
    - flexibility
    - body composition
  - skill related components:
    - power
    - speed
    - agility
    - coordination
    - balance
    - reaction time
    - proprioception
- different types of exercises, equipment that can be used and safe techniques for their completion:
  - cardiovascular exercises:
    - continuous
    - interval

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  - resistance exercises using:
    - free weights
    - gym equipment including weight machines
    - body weight
  - flexibility exercises:
    - dynamic
    - static
- benefits and impacts on the body of different types of exercises and specific injury prevention strategies
- how different types of exercises can be combined and sequenced for safety and optimum effectiveness
- overview of the following exercise science principles and how they are used to design gym-based exercise programs and sessions for individuals:
  - adaptation
  - overload
  - specificity
  - individualisation
  - progression and regression
  - reversibility
- how the FITT (frequency, intensity, time and type) principle is used to structure exercise programs and sessions
- established phases of exercise sessions, their underpinning rationale and timing for each within designated time of session:
  - warm up
  - main workout
  - cool down and stretches
- components of exercise sessions, and how they can be used effectively to target client goals:
  - exercise order
  - volume and intensity and load of exercises
  - repetitions and sets
  - repetition tempo
  - rest intervals
- training techniques that can be used by clients in self-directed gym sessions, how they can be used, and considerations for their use:
  - supersets
  - drop sets
  - pre-fatigue techniques
  - plyometric training
  - interval training including high intensity interval training (HIIT)
  - circuit training

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- instructional techniques used with individual clients and how they impact effectiveness of instruction and client execution of exercises:
  - providing clear information about exercises and instructions about technique
  - combining explanation and demonstration of correct exercise technique
  - cueing and how to adapt instruction to suit different learning styles:
    - verbal
    - visual
    - tactile
    - kinaesthetic
- communication techniques used for the following and how these may vary depending on individual client characteristics:
  - establishing and maintaining individual rapport
  - motivating individuals for optimum performance
  - providing constructive feedback and positive reinforcement
- ways of supporting clients managing their own exercise sessions in a gym environment:
  - recognising when clients could progress volume, intensity and loads and making suggestions
  - correcting technique
  - offering opportunities for formal program evaluation and modification
- methods used to evaluate gym-based exercise programs:
  - periodic informal discussions with client and targeted questions to elicit opinion about achievement of goals, fitness improvement, changes to health, general wellbeing and skills
  - periodic observation and measurement of client performance, and health and skill improvements
- format and inclusions of documented:
  - client based exercise programs
  - client based exercise session plans
  - client profile and client evaluation records.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure the use of:

- interaction with clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in simulated activities used for the purpose of skills assessment
- equipment required for selected exercises

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- client records which include documentation of:
  - completed industry standard pre-exercise screenings
  - completed fitness assessments
- samples of guidance information provided by medical or allied health professionals
- template client-based exercise program and session plans

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT041 Develop personalised exercise programs

Modification History

Supersedes and is not equivalent to SISFFIT021 Instruct personal training programs.

Application

This unit describes the performance outcomes, skills and knowledge required to develop exercise programs and a series of sessions tailored to individual client needs, exercise preferences and fitness goals.

It requires the ability to integrate information from pre-exercise screenings, fitness assessments, and any medical guidance that may have been received for particular clients, to design suitable programs. Skills for instructing sessions are covered in a complementary unit.

Program design involves effective application of exercise science and training principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.

This unit applies to personal trainers who work independently with clients using discretion and judgement to develop individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify client needs.	1.1. Review outcomes of client pre-exercise screening and fitness assessment and identify significant information for program design. 1.2. Identify implications of medical guidance for exercise programming and duty of care to follow. 1.3. Discuss exercise preferences and consult with client to identify, negotiate and confirm their short- and long-term fitness goals to inform program design. 1.4. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 1.5. Develop and document client profile to assist with programming and ongoing evaluation.
2. Plan personalised exercise program.	2.1. Review client's exercise preferences, goals, current abilities and medical advice to determine types of exercises and equipment for program. 2.2. Determine appropriate training volume and frequency of sessions required to achieve client goals. 2.3. Design a systematically structured program that incorporates the effective use of exercise training principles. 2.4. Design overall program aligned to client's short- and long-term goals to allow progression towards fitness improvements. 2.5. Plan for increased difficulty of exercise types to progress client throughout the program. 2.6. Document exercise program according to organisational format.
3. Plan personalised exercise sessions.	3.1. Determine objectives of individual sessions to allow progression of client fitness within overall exercise program. 3.2. Select exercises, training techniques and exercise equipment that target components of client's health and fitness goals. 3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age, sex and existing fitness capabilities. 3.4. Plan for exercise phases and volume within client's preferred session duration. 3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence and to allow for recovery from specific exercise types. 3.6. Incorporate at timely intervals progressive difficulty of

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exercises that respond to client's progression.

3.7. Document session plans according to organisational format.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, including health and fitness terminology and abbreviations.
Writing skills to:	• produce detailed program and session plans that use fitness terminology and abbreviations for instructional use • use fundamental sentence structure to complete forms, and client records that require factual and subjective information.
Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided • provide fitness and exercise information to clients using plain language and terms easily understood.
Numeracy skills to:	• complete and record calculations and estimations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.
Initiative and enterprise skills to:	• critically evaluate all client requirements for appropriate program design.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT021 Instruct personal training programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT041 Develop personalised exercise programs

Modification History

Supersedes and is not equivalent to SISFFIT021 Instruct personal training programs.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document one personalised exercise program for three clients, to collectively include:
  - a female adult client
  - a male adult client
  - a client for whom medical guidance has been received
- consistently use client-centred communication to identify each of the above client's program needs and preferences
- for each of the above three clients, develop and document four personalised session plans, each with a minimum duration of 45 minutes
- across the above 12 sessions collectively, incorporate both indoor and outdoor sessions and the following types of exercises:
  - cardiovascular
  - resistance
  - flexibility
  - low and high impact
  - exercises that target the:
    - health related components of fitness
    - skill related components of fitness
  - exercises with and without equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- boundaries and responsibilities of fitness instructors in providing personalised exercise prescription and relationship to duty of care
- type of client information provided by pre-exercise screening and fitness assessment processes, and implications for exercise programming:
  - client needs and exercise preferences
  - client body composition data

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    - client fitness data and indication of suitable exercise intensity
- types of client guidance that may be provided by medical and allied health professionals and implications for exercise programming:
    - injury management protocols
    - contraindications and precautions for types of exercise for those with medical conditions and health risk factors
    - exercise recommendations for client health improvement and collaborative rehabilitation
- factors that affect the design of personalised exercise programs:
    - physical differences that need to be considered for:
        - adults of different sexes
        - older people
        - antenatal, postnatal, menopausal and post-menopausal women
    - exercise history and current abilities
    - desired frequency of training sessions
    - client goals
- client-centred communication techniques for establishing and building trust and rapport, and how they may vary depending on individual client characteristics
- the meaning of the following components of fitness, and how exercises can target client goals and improvements for each:
    - health related components:
        - cardiovascular endurance
        - muscle strength
        - muscle endurance
        - flexibility
        - body composition
    - skill related components:
        - power
        - speed
        - agility
        - coordination
        - balance
        - reaction time
        - proprioception
- different types of high and low impact exercises and equipment that can be used:
    - cardiovascular exercises:
        - continuous
        - interval
    - resistance exercises using:
        - free weights
        - gym equipment including weight machines

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    - body weight
  - flexibility exercises:
    - dynamic
    - static
- benefits and impacts on the body of different types of exercises and specific injury prevention strategies
- how different types of exercises can be combined and sequenced for safety and optimum effectiveness
- how to effectively apply and combine exercise science principles to the design of personalised exercise programs and sessions to target client goals
- how the FITT (frequency, intensity, time and type) principle is used to structure exercise programs and sessions
- the principle of recovery, its importance and how this relates to different types of exercise for:
  - cardiovascular endurance training
  - muscle strength and endurance training
  - neuromuscular coordination training
  - flexibility training
- established phases of exercise sessions, their underpinning rationale and timing for each within designated time of session:
  - warm up
  - main workout
  - cool down and stretches
- components of exercise sessions, and how they can be used effectively to target client goals:
  - exercise order
  - volume and intensity and load of exercises
  - repetitions and sets
  - repetition tempo
  - rest intervals
- training techniques that can be used in personalised exercise sessions, how they can be used, and considerations for their use:
  - supersets
  - drop sets
  - pre-fatigue techniques
  - plyometric training
  - interval training including high intensity interval training (HIIT)
  - circuit training
  - fartlek
- format and inclusions of documented:
  - exercise programs

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- exercise session plans
- client profile and client evaluation records.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure the use of:

- interaction with clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in simulated activities used for the purpose of skills assessment
- client records which include documentation of:
  - completed industry standard pre-exercise screenings
  - completed fitness assessments
- samples of guidance information provided by medical or allied health professionals
- template exercise program and session plans.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT042 Instruct personalised exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT021 Instruct personal training programs.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for, instruct and evaluate pre-designed exercise sessions that have been tailored to individual client needs, exercise preferences and fitness goals, as part of an overall personal training program. It covers skills for modifying programs in response to ongoing client monitoring and feedback.

Skills for planning programs and sessions are covered in a complementary unit.

This unit applies to personal trainers who work independently with clients using discretion and judgement to prepare for and instruct exercise activities. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for session.	1.1. Review client exercise program and confirm individual session objectives and activities. 1.2. Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery. 1.3. Prepare required equipment and check for safety and serviceability. 1.4. Assess client condition and capability as they present through observation and verbal screening and identify required exercise precautions. 1.5. Identify implications of current medical guidance and make required adjustments to session activities.
2. Provide exercise instruction.	2.1. Introduce and follow pre-designed session structure and timings. 2.2. Use and combine verbal, visual and tactile instructional methods according to nature of information and client needs. 2.3. Observe client exercise technique for safety and effectiveness and provide corrective instruction based on observations. 2.4. Provide succinct explanations about the relationship between exercises, their beneficial impacts on the body and implications for achieving fitness goals. 2.5. Monitor client performance against objectives using measures suited to the type of exercise. 2.6. Identify signs of fatigue and exercise intolerance and make required session modifications.
3. Encourage and support clients during sessions.	3.1. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 3.2. Encourage and respond to client questions about individual exercises and overall program. 3.3. Use communication techniques that provide positive reinforcement and motivation to client. 3.4. Encourage participants to provide feedback and identify personal progression and satisfaction with session.

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4. Evaluate session.	4.1. Evaluate session against objectives and identify progress and aspects needing further emphasis and attention in future sessions. 4.2. Evaluate own performance and identify areas for improvement. 4.3. Document session evaluation and client progress according to record keeping procedures.
5. Monitor client progress and update program.	5.1. Monitor client progression towards goals through ongoing observation and measurements and compare with expectations in program plan. 5.2. Request ongoing feedback from client to identify program likes and dislikes and their views on goal achievement. 5.3. Modify and update program and future sessions according to feedback and evaluation. 5.4. Maintain current program documentation according to procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret familiar exercise program and session details involving health and exercise terminology.
Writing skills to:	• use fundamental sentence structure to complete records that require factual and subjective information.
Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided.
Numeracy skills to:	• follow and adjust session timings to meet requirements of session duration • take and record accurate measurements involving speed, weight and time.
Initiative and enterprise skills to:	• critically evaluate successes and failures of sessions and programs to initiate improvements.

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Unit Mapping Information

Supersedes and is not equivalent to SISFFIT021 Instruct personal training programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT042 Instruct personalised exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT021 Instruct personal training programs.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct six personalised exercise sessions which have been developed as part of overall exercise programs:
  - each with a minimum duration of 45 minutes
  - collectively instruct:
    - a female adult client
    - a male adult client
    - a client for whom medical guidance has been received
- across the above six sessions collectively, instruct indoor and outdoor sessions and the following types of exercises:
  - cardiovascular
  - resistance
  - flexibility
  - low and high impact
  - exercises that target:
    - health related components of fitness
    - skill related components of fitness
  - exercises with and without equipment
- for each of the above six sessions:
  - prepare environment and equipment
  - pre-screen client for current condition
  - use the following instructional and communication techniques:
    - clear and correct verbal, visual and tactile instructions
    - correct and safe exercise technique demonstration
    - feedback and positive reinforcement
    - motivational communication
  - complete accurate session records which include client progress notes, client feedback and evaluation of own performance
- according to actual client interactions or case studies:

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- identify two situations from pre-session screenings that indicate exercise precautions and modify planned exercises in response
- respond to two clients showing signs of over exertion or difficulty, and modify their activities
- evaluate the effectiveness of one client program, modify program and future session content and document details of the evaluation and changes made.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- procedures for maintaining client records, session evaluation and program updates
- scope of practice for a personal trainer in instructing personalised exercise sessions:
  - responsibilities and limitations
  - professional boundaries
- environmental factors that may impact session delivery and how to respond:
  - noise
  - indoor venue climate control and ventilation
  - exposure to uncomfortable and extreme weather conditions in the outdoors
- safety and serviceability checks for equipment used with cardiovascular, resistance and flexibility exercises
- types of observations and verbal screening questions that can be used to assess and determine current condition of clients and exercise precautions
- common medical conditions and injuries, contraindications and precautions for exercises, and how exercises, intensity and loads can be modified to allow safe client participation
- established phases of exercise sessions and their underpinning rationale:
  - warm up
  - main workout
  - cool down and stretches
- different types of exercises, types of equipment that can be used and safe techniques for their completion:
  - cardiovascular exercises:
    - continuous
    - interval
  - resistance exercises using:
    - free weights
    - gym equipment including weight machines
    - body weight
  - flexibility exercises:
    - dynamic
    - static
    - proprioceptive neuromuscular facilitation

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- common exercise related injuries, and how to prevent these in exercise instruction
- instructional techniques used with individual clients and how they impact effectiveness of instruction and client execution of exercises:
  - providing clear information about exercises and instructions about technique
  - combining explanation and demonstration of correct exercise technique
  - cueing, and how to adapt instruction to suit different learning styles:
    - verbal
    - visual
    - tactile
    - kinaesthetic
- communication techniques used for the following and how these may vary depending on individual client characteristics:
  - establishing and maintaining individual rapport
  - motivating individuals for optimum performance, including techniques for intrinsic and extrinsic motivation
  - providing constructive feedback and positive reinforcement
- measures that may be used to assess client performance against session objectives:
  - speed or timing
  - loads
  - endurance
  - range of movement
- methods for monitoring client comfort and safety during personalised exercise sessions:
  - how to use monitoring techniques:
    - heart rate response
    - talk test
    - rated perceived exertion (RPE) scale
  - how to recognise and respond to common indicators of over exertion and discomfort and when exercise should be modified or stopped
- factors to consider in session evaluation:
  - structure and timing
  - suitability of exercises and equipment for session objectives
  - client feedback
  - client performance and progress
  - trainer communication and instruction
- methods used to evaluate effectiveness of personalised exercise programs:
  - ongoing informal discussions with client and targeted questions to elicit opinion about achievement of goals, and improvements in skill, fitness and general health
  - ongoing observation and measurement of client performance and health and skill improvements
  - staged formal fitness assessments and comparison measurements.

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Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in simulated activities used for the purpose of skills assessment
- indoor and outdoor locations for exercise
- equipment required for sessions
- personalised exercise programs and session plans
- client records and progress charts
- procedures for maintaining client records, session evaluation and program updates.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT043 Develop and instruct personalised exercise programs for body composition goals

Modification History

Supersedes and is not equivalent to SISFFIT020 Instruct exercise programs for body composition goals.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and instruct exercise programs and sessions specifically tailored to meet body composition goals for individual clients. Goals may relate to body composition maintenance or change. It covers skills for evaluating and modifying programs in response to client monitoring and feedback.

It requires the ability to integrate information from pre-exercise screenings, fitness assessments, and medical guidance that may have been received for particular clients, to design suitable programs.

Program design involves effective application of exercise science principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.

This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and instruct individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify client body composition needs.	1.1. Review outcomes of pre-exercise screening and fitness assessment and identify relevant information for design of exercise program targeting body composition goals. 1.2. Take body measurements and use results for program development. 1.3. Identify implications of medical guidance for exercise programming and duty of care to follow. 1.4. Consult with client and confirm their body composition goals, exercise preferences and identified barriers. 1.5. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 1.6. Develop and document client profile to assist with programming and ongoing evaluation.
2. Develop personalised exercise programs for body composition.	2.1. Review client characteristics, exercise preferences, goals, current abilities and medical advice to determine types of exercises and equipment. 2.2. Determine appropriate training volume and frequency of sessions required to achieve client body composition goals. 2.3. Design a systematically structured program that incorporates the effective use of exercise science principles. 2.4. Design overall program aligned to client’s short- and long-term body composition goals. 2.5. Document exercise program according to organisational format.

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3. Plan individual sessions.	3.1. Determine objectives of individual sessions within overall exercise program. 3.2. Select exercises and equipment that target body composition goals and take account of individual client characteristics. 3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's existing fitness capabilities. 3.4. Plan for exercise phases and volume within client's preferred session duration. 3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence. 3.6. Document session plans according to organisational format.
4. Instruct exercise sessions targeting body composition goals.	4.1. Use and combine verbal, visual and tactile instructional methods according to nature of information and client needs. 4.2. Observe client technique for safety and effectiveness and provide corrective instruction based on observations. 4.3. Provide succinct explanations about the relationship between exercises, their impact on body composition and implications for achieving goals. 4.4. Monitor client performance against objectives using measures suited to the type of exercise. 4.5. Identify signs of fatigue and exercise intolerance and make session modifications.
5. Encourage and support clients during sessions.	5.1. Encourage and respond to client questions about individual exercises and overall program. 5.2. Use communication techniques that provide positive reinforcement and motivation to client. 5.3. Highlight client's key strengths during instruction and provide information about progression towards body composition goals.
6. Evaluate program effectiveness.	6.1. Monitor client progression towards body composition goals through ongoing observation and measurements and compare with expectations in program plan. 6.2. Request ongoing feedback from client to identify program likes and dislikes and their views on goal achievement. 6.3. Modify and update program and future sessions according to feedback and evaluation. 6.4. Update client records with details of evaluation and modifications made.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, including health and fitness terminology and abbreviations.
Writing skills to:	• produce detailed program and session plans that use fitness terminology and abbreviations for instructional use • use fundamental sentence structure to complete forms, basic evaluation records and client records that require factual and subjective information.
Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided • provide information about body composition management to clients using plain language and terms easily understood.
Numeracy skills to:	• take and record accurate basic body measurements • interpret and use potentially complex body composition data • complete and record calculations and estimations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.

Initiative and enterprise skills to:	• critically evaluate:
	  • all client requirements for appropriate program design
	  • successes and failures of program to initiate improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT020 Instruct exercise programs for body composition goals.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT043 Develop and instruct personalised exercise programs for body composition goals

Modification History

Supersedes and is not equivalent to SISFFIT020 Instruct exercise programs for body composition goals.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document one personalised exercise program that targets specific body composition goals for a total of three clients to collectively include:
  - a female adult
  - a male adult
  - a client seeking to lose weight or fat
  - a client seeking to build muscle or increase weight
- for each of the above three clients:
  - take, record and interpret key body measurements
  - develop and document two personalised session plans, each with a minimum duration of 30 minutes
- instruct two sessions for two of the above clients (four sessions in total), according to session plans, each with a minimum duration of 30 minutes
- consistently use client-centred communication and instructional techniques
- according to actual client interactions or case studies, evaluate the effectiveness of one client program, modify program and session content and document details of the evaluation and changes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- boundaries and responsibilities of fitness instructors in providing personalised body composition exercise prescription and relationship to duty of care
- information and recommendations contained in fitness industry eating disorder publications, and how fitness instructors can effectively respond to behavioural warnings signs for:
  - eating disorders
  - excessive exercise disorders
  - body dysmorphic disorder
  - muscle dysmorphia

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- specific information related to body composition that is provided by pre-exercise screening and fitness assessment processes
- key body measurements, how to take these, and their role as baseline and progress markers in body composition exercise programs:
  - height
  - weight
  - body mass index
  - body circumference including waist, hip and limbs
  - waist to hip ratio
- strengths and limitations of commonly used methods for measuring body composition, information provided in reports and how fitness instructors use for programming purposes:
  - skinfold measurement and analysis
  - bioelectrical impedance analysis
  - air displacement plethysmography
  - DEXA (dual energy X-ray absorptiometry) scans
- aspects of exercise science principles relevant to the design of programs and sessions targeting body composition goals
- exercises that target body composition goals and types of equipment that can be used:
  - muscle maintenance and hypertrophy
  - fat loss
- factors for consideration when selecting exercises for programs targeting body composition goals:
  - current physical activity status of client: sedentary and active as defined in established national guidelines for physical activity
  - building on existing strengths and positives
  - functional and equipment limitations due to existing body composition
- definition and role of the following in developing and instructing exercise programs targeting body composition goals:
  - metabolism and resting metabolic rate
  - energy expenditure, energy intake and the balance between them for body composition maintenance and changes
  - basic concept of thermogenesis, including adaptive thermogenesis, and thermic effects of:
    - food
    - physical activity
- instructional techniques relevant to the delivery of sessions targeting body composition goals including spotting for weight training
- communication techniques used for clients with body composition goals:
  - establishing and maintaining individual rapport
  - motivating individuals to achieve goals, including techniques for intrinsic and extrinsic motivation

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    - providing constructive feedback and positive reinforcement
- methods used to evaluate effectiveness of personalised exercise programs:
    - ongoing informal discussions with client and targeted questions to elicit opinion about achievement of body composition goals
    - ongoing observation and measurement of client performance and improvements
    - staged formal assessments and comparison measurement.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with clients; these can be:
    - clients in an industry workplace, or
    - individuals who participate in role plays or simulated activities, used for the purpose of skills assessment
- weight scales
- tape measures which can include stadiometers for measuring height
- equipment required for sessions
- client records which include documentation of:
    - completed industry standard pre-exercise screenings
    - completed fitness assessments
- template exercise program and session plans
- client records and progress charts.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

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SISFFIT044 Develop and instruct personalised exercise programs for older clients

Modification History

Supersedes and is not equivalent to SISFFIT014 Instruct exercise to older clients.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and instruct exercise programs and sessions specifically tailored for individual older clients. Older clients are those aged at least 55 years; however, they can be significantly older. It covers skills for evaluating and modifying programs in response to client monitoring and feedback. Programs and sessions take account of the particular issues and risks for older clients.

It requires the ability to promote healthy ageing and integrate information from pre-exercise screenings, fitness assessments, and any medical guidance that may have been received for particular clients, to design suitable programs.

Program design involves effective application of exercise science principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.

This unit applies to personal trainers, who work independently with clients using discretion and judgement to develop and instruct individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations, depending on their role.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify client needs.	1.1. Review outcomes of pre-exercise screening and fitness assessment and identify relevant information for exercise program design. 1.2. Identify implications of medical guidance for exercise programming and duty of care to follow. 1.3. Consult with client and confirm their goals, exercise preferences and identified barriers. 1.4. Explain and promote the links between exercise and healthy ageing. 1.5. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 1.6. Develop and document client profile to assist with programming and ongoing evaluation.
2. Develop personalised exercise programs for older clients.	2.1. Identify program considerations that support safe and sustainable exercise participation for older clients. 2.2. Review client characteristics, exercise preferences, goals, current abilities and medical advice to determine types of exercises and equipment. 2.3. Determine appropriate training volume and frequency of sessions required to achieve client goals. 2.4. Design a systematically structured program that incorporates the effective use of exercise science principles. 2.5. Design overall program consistent with client's capabilities and goals. 2.6. Document exercise program according to organisational format.

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3. Plan individual sessions.	3.1. Determine objectives of individual sessions within overall exercise program. 3.2. Select exercises and equipment suitable for older clients that target client's goals. 3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age and existing fitness capabilities. 3.4. Plan for exercise phases and volume within client's preferred session duration. 3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence. 3.6. Incorporate injury and fall prevention strategies that respond to exercise and day-to-day risks for older clients. 3.7. Document session plans according to organisational format.
4. Instruct exercise sessions for older clients.	4.1. Use and combine verbal, visual and tactile instructional methods according to nature of information and client needs. 4.2. Observe client technique for safety and effectiveness and provide corrective instruction based on observations. 4.3. Provide succinct explanations about the relationship between exercises, client goals and improved health outcomes. 4.4. Monitor client performance against objectives using measures suited to the type of exercise. 4.5. Identify signs of fatigue and exercise intolerance and make required session modifications.
5. Encourage and support clients during sessions.	5.1. Encourage and respond to client questions about individual exercises and overall program. 5.2. Use communication techniques that provide positive reinforcement and motivation to client. 5.3. Highlight client's key strengths during instruction and provide information about progression of fitness capabilities. 5.4. Provide feedback to medical and allied health professionals on client response to exercise sessions and seek required further guidance.
6. Evaluate program effectiveness.	6.1. Monitor client progression towards goals through ongoing observation and measurements and compare with expectations in program plan. 6.2. Request ongoing feedback from client to identify program likes and dislikes and their views on goal achievement. 6.3. Modify and update program and future sessions according

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to feedback and evaluation.

6.4. Update client records with details of evaluation and modifications.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, including health and fitness terminology and abbreviations.
Writing skills to:	• produce detailed program and session plans that use fitness terminology and abbreviations for instructional use • use fundamental sentence structure to complete forms, reports, basic evaluation records and client records that require factual and subjective information.
Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided • provide information about healthy ageing to clients using plain language and terms easily understood.
Numeracy skills to:	• complete calculations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.

Initiative and enterprise skills to:	• critically evaluate:
	  • all client requirements for appropriate program design
	  • successes and failures of program to initiate improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT014 Instruct exercise to older clients.

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Links

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Assessment Requirements for SISFFIT044 Develop and instruct personalised exercise programs for older clients

Modification History

Supersedes and is not equivalent to SISFFIT014 Instruct exercise to older clients.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document one personalised exercise program for three different clients aged 55 years or over including:
  - a female client
  - a male client
  - a client for whom medical advice has been received
- for each of the above three clients:
  - develop and document two personalised session plans, each with a minimum duration of 30 minutes
  - incorporate exercises and injury prevention strategies suited to older clients
  - incorporate strength and balance exercises that can help prevent falls
- instruct two of the above sessions for two of the clients (four sessions in total), according to session plans, each with a minimum duration of 30 minutes
- consistently use client-centred communication and instructional techniques that are suited to older clients
- according to actual client interactions or case studies:
  - follow protocols for written reports to medical or allied health professionals for one client for whom guidance has been received, and communicate about:
    - client's current fitness capabilities and goals
    - client response to exercise sessions
    - questions, concerns and further guidance sought
  - evaluate the effectiveness of one client program, modify program and session content and document details of the evaluation and changes made.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- boundaries and responsibilities of fitness instructors in providing personalised exercise prescription for older clients and relationship to duty of care
- format and inclusions of client progress reports to medical and allied health professionals

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- specific information provided by pre-exercise screening and fitness assessment processes relevant to developing exercise programs for older clients
- current philosophies of service delivery for older people:
  - concept of healthy ageing
  - empowerment
  - re-ablement
  - rights-based approaches
  - client-centred practice
- contents of the key overarching recommendations contained in established national physical activity guidelines for older people
- barriers to exercise for older people:
  - sensory decline, specifically hearing and vision loss
  - discomfort and pain
  - fear of injury and falls
  - fixed income
  - cognitive decline
  - isolation and depression
- common health changes related to ageing:
  - reduced:
    - bone density and risk of osteoporosis
    - coordination and balance
    - muscle mass, strength and physical endurance
    - joint flexibility and mobility
  - increased risk of:
    - falls and injury
    - high cholesterol
    - high blood pressure
    - cardiovascular disease, including coronary heart disease and stroke
    - chronic obstructive pulmonary disease (COPD)
    - cancer
    - osteoarthritis
    - diabetes mellitus
    - mental health issues including depression and anxiety
- exercises suited to older clients that target improvements in the above age related health changes, the particular importance of strength and balance exercises, and types of equipment that can be used
- aspects of exercise science principles relevant to the design of programs and sessions for older clients
- injury risks and issues for older clients during exercise and how to prevent and address these in exercise instruction:
  - falls

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    - strains
    - sore joints
    - overexertion
- appropriateness of different demonstration and instruction techniques for effective instruction of older clients
- how older clients with sensory, cognitive and physical decline can be supported during instruction
- communication considerations for older clients:
    - allowing time for interactions
    - avoiding fitness terminology
    - recognising and adapting to visual and hearing impairments
    - being positive and focussing on strengths
    - respecting the older person's rights
    - checking own understanding and the understanding of the older person
- how to recognise and respond to indicators of over exertion and discomfort that can present in older clients, and when exercise should be modified or stopped:
    - chest pain at rest and during activity
    - severe breathlessness, feeling faint, dizziness and loss of balance
    - unusual fatigue and shortness of breath
    - significant muscle, bone and joint pain beyond what is normally expected during exercise
- methods used to evaluate effectiveness of personalised exercise programs:
    - ongoing informal discussions with client and targeted questions to elicit opinion about achievement of goals
    - reports from older clients about improvements to health and functional movement
    - ongoing observation and measurement of client performance and improvements
    - staged formal assessments and comparison measurement.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with older clients; these can be:
    - older clients in an industry workplace, or

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  - older people who participate in simulated activities used for the purpose of skills assessment
- equipment required for sessions
- client records which include documentation of:
  - completed industry standard pre-exercise screenings
  - completed fitness assessments
- samples of guidance information provided by medical or allied health professionals
- template progress reports to medical or allied health professionals
- template exercise program and session plans
- client records and progress charts.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients

Modification History

Supersedes and is not equivalent to SISFFIT013 Instruct exercise to young people aged 13 to 17 years.

Application

This unit describes the performance outcomes, skills and knowledge required to complete pre-exercise screening and fitness assessments for individual clients aged thirteen to seventeen years, and to develop and instruct exercise programs and sessions specifically tailored for these clients. It covers skills for evaluating and modifying programs in response to client monitoring and feedback.

Programs and sessions take account of the particular issues and limitations for adolescent clients.

Program design involves effective application of exercise science principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.

This unit applies to personal trainers, who work independently with clients using discretion and judgement to develop and instruct individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication. However, individuals must receive formal clearance to work with adolescents through completion of a working with children check required in the relevant State or Territory.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Screen and assess adolescent clients.	1.1. Consult with clients and parents or guardians to identify reasons for exercise program, current physical activity and specific goals. 1.2. Build client trust and rapport using client-centred and age-appropriate communication, and showing sensitivity and empathy during interactions. 1.3. Select and use pre-exercise screening questionnaire and fitness assessment activities and equipment based on client age and stage of development. 1.4. Accurately record and evaluate client data to determine current fitness capabilities and explain program implications to clients and parents or guardians. 1.5. Identify need for medical guidance prior to participation in exercise programs and communicate to client and parent or guardian. 1.6. Develop and document client profile to assist with programming and ongoing evaluation.
2. Develop personalised exercise programs for adolescent clients.	2.1. Review client goals, stage of development, current fitness capabilities, and medical and physical activity-specific advice in program design. 2.2. Determine types of exercises and equipment that are suited to client stage of growth and development. 2.3. Determine appropriate training volume and frequency of sessions required to achieve client goals. 2.4. Design a systematically structured program that incorporates the effective use of exercise science principles. 2.5. Design overall program consistent with client's stage of development and goals and gain parent or guardian informed consent according to procedures. 2.6. Document exercise program according to organisational format.

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3. Plan individual sessions.	3.1. Determine objectives of individual sessions within overall exercise program. 3.2. Select exercises and equipment suitable for adolescent clients that target client's goals. 3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age and existing fitness capabilities. 3.4. Plan for exercise phases and volume within client's preferred session duration. 3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence. 3.6. Incorporate injury prevention strategies that respond to exercise risks and duty of care for adolescent clients. 3.7. Document session plans in according to organisational format.
4. Instruct exercise sessions for adolescent clients.	4.1. Use and combine verbal, visual and tactile instructional methods according to nature of information, client age and needs. 4.2. Observe client technique for safety and effectiveness and provide corrective instruction based on observations. 4.3. Monitor client performance against objectives using measures suited to the type of exercise. 4.4. Provide succinct explanations about relationship between exercises and client goals. 4.5. Identify signs of fatigue and exercise intolerance and make required session modifications.
5. Encourage and support clients during sessions.	5.1. Encourage and respond to client questions about individual exercises and overall program. 5.2. Use age-appropriate communication techniques that provide positive reinforcement and motivation to client. 5.3. Highlight client's key strengths during instruction and provide information about progression of fitness capabilities.

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6. Evaluate program effectiveness.	6.1. Monitor client progression towards goals through ongoing observation and measurements and compare with expectations in program plan. 6.2. Request ongoing feedback from client and parent or guardian to identify program likes and dislikes and their views on goal achievement. 6.3. Modify and update program and future sessions according to feedback and evaluation. 6.4. Update client records with details of evaluation and modifications.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret information of varying complexity about exercise options for adolescents, including fitness and health terminology.
Writing skills to:	• produce detailed program and session plans that use fitness terminology and abbreviations for instructional use • use fundamental sentence structure to complete forms, basic evaluation records and client records that require factual and subjective information.
Oral communication skills to:	• ask open and closed probe questions and actively listen to elicit information from adolescents and adults and to determine understanding of information provided • modify and use language according to client age and stage of development.
Numeracy skills to:	• complete calculations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.
Problem-solving skills to:	• critically analyse client health information to determine significance of risk factors and referral needs.

Initiative and enterprise skills to:	• critically evaluate:
	  • all client requirements for appropriate program design
	  • successes and failures of program to initiate improvements.

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Unit Mapping Information

Supersedes and is not equivalent to SISFFIT013 Instruct exercise to young people aged 13 to 17 years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients

Modification History

Supersedes and is not equivalent to SISFFIT013 Instruct exercise to young people aged 13 to 17 years.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete pre-exercise screening and fitness assessments of three different adolescent clients, to collectively include:
  - a female adolescent client
  - a male adolescent client
  - an adolescent client aged between 13 and 15 years
  - an adolescent client aged between 16 and17 years
- for each of the above three client assessments:
  - determine health risk factors for exercise participation using industry standard screening questionnaire and guidelines for young people
  - select and use activities and equipment appropriate to age and stage of development to assess:
    - cardiovascular endurance
    - muscle strength
    - muscle endurance
    - flexibility
    - functional motor skills
  - accurately record screening and fitness assessment results in client records
- for each of the above three clients:
  - develop and document one personalised exercise program suited to the client age and stage of development
  - develop and document two personalised session plans, each with a minimum duration of 30 minutes
  - incorporate exercises and injury prevention strategies suited to client stage of development
- instruct two sessions for two of above the clients (four sessions in total), according to session plans, each with a minimum duration of 30 minutes
- consistently use client-centred communication and instructional techniques that are suited to client age and stage of development

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- develop one 30 minute group session plan and instruct one group session of at least four adolescent clients
- according to actual client interactions or case studies, evaluate the effectiveness of one client program, modify program and session content and document details of the evaluation and changes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- procedures for obtaining informed consent from parents or guardians
- boundaries and responsibilities of fitness instructors in providing personalised exercise prescription for adolescent clients and relationship to duty of care
- legal requirements for fitness instructors specific to working with adolescents:
  - working with children checks
  - obtaining informed consent from parent or guardian
  - sharing adolescent health information with parents or guardians, including ability of adolescents to limit and refuse information sharing
- format and inclusions of industry standard pre-exercise screening questionnaires and guidelines for young people, and:
  - purpose of different stages of screening questionnaires
  - how to use to identify and evaluate adolescent health risk factors
  - circumstances indicating need for guidance from medical and allied health professionals
- specific health risk factors to be considered in screening adolescents for participation in exercise programs, why these factors are important, and how single and multiple factors contribute to assessment outcomes:
  - heart conditions in adolescents and family history of conditions
  - epilepsy, seizures, convulsions, fainting and dizziness
  - diabetes
  - asthma
  - allergies and anaphylactic reactions
  - surgery in recent months
  - use of medications
- key purpose and overview content of established national guidelines that support the provision of fitness services to adolescents:
  - movement guidelines for children and young people
  - Australian Physical Literacy Framework or its successor
  - industry-developed children’s health and fitness services guidelines
- overview of the key stages of development and milestones for adolescent females and males, and implications for exercise programming and instruction at different ages:
  - physical

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    - social
    - emotional
    - cognitive
    - language
- common reasons why adolescent clients present for personalised exercise prescription and instruction:
    - sport and event specific training goals
    - muscle hypertrophy
    - fat loss
    - developmental and health concerns
- credible sources of information about eating and excessive exercise disorders in adolescents and overview knowledge of:
    - prevalence in adolescents
    - physical, social, and psychological impacts
    - physical and behavioural warnings signs
    - referral options and how fitness instructors can work collaboratively with medical and allied health professionals to support recovery
- methods, exercises and equipment suitable for assessing adolescents in:
    - health related components of fitness:
        - cardiovascular endurance
        - muscle strength
        - muscle endurance
        - flexibility
        - body composition
    - skill related components of fitness:
        - power
        - speed
        - agility
        - coordination
        - balance
        - reaction time
- aspects of exercise science principles relevant to the design of programs and sessions for adolescents
- principles of safe practice when prescribing exercise for adolescents related to:
    - growth and maturation
    - coordination development and control
    - stability
    - posture
    - fundamental movement skills
    - aerobic capacity

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- different types of exercises suited to adolescent clients, types of suitable equipment, and safe techniques for their completion:
  - cardiovascular exercises
  - resistance exercises
  - flexibility exercises
  - coordination and balance exercises
- common exercise-related injuries and issues for adolescent clients, and how to prevent and address these in exercise instruction:
  - sprains
  - osteochondrosis including severs and patellofemoral pain syndrome
  - shoulder instability and joint hypermobility
- appropriateness of different demonstration and instruction techniques for effective instruction of adolescent clients of varying ages
- communication considerations for adolescents:
  - recognising stage of cognitive development
  - being positive and focussing on strengths
  - respecting the rights of young people
  - checking own understanding and the understanding of the younger person
- methods used to evaluate effectiveness of personalised exercise programs:
  - ongoing informal discussions with client and parent or guardian, and targeted questions to elicit opinion about achievement of goals
  - ongoing observation and measurement of client performance and improvements
  - staged formal assessments and comparison measurement.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with adolescent clients; these can be:
  - young clients aged between thirteen to seventeen years in an industry workplace, or
  - young people aged between thirteen to seventeen years who participate in simulated activities used for the purpose of skills assessment, or
  - individuals who role play adolescents during simulated activities
- equipment required for fitness assessments and sessions
- industry standard pre-exercise screening questionnaires and guidelines for young people

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- parental informed consent forms
- template exercise program and session plans
- client records and progress charts
- procedures for obtaining informed consent from parents or guardians.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

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SISFFIT046 Plan and instruct online exercise sessions

Modification History

No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and instruct online exercise sessions for individuals or groups of clients. Online exercise activities are diverse in nature and could involve live or pre-recorded on demand sessions.

The focus of this unit is on the specific considerations for the delivery of online exercise sessions. It requires the ability to research, set up and use basic technologies for online instruction and to assess and manage session related safety risks. Exercises are selected based on their suitability for the online environment.

This unit applies to fitness instructors who use considerable discretion and judgement to deliver online sessions as part of a fitness operator's service delivery. It has particular application to personal trainers working independently with clients.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish technology requirements for online exercise sessions.	1.1. Source technologies that support delivery of live and other types of online exercise sessions. 1.2. Research costs, features and capabilities of basic technologies and determine suitability for own fitness instruction activities and client technology capabilities. 1.3. Select technology suited to online exercise activities based on research outcomes. 1.4. Establish and set up hardware and software for effective operation according to technology requirements.
2. Assess safety risks associated with online exercise sessions.	2.1. Identify common and foreseeable hazards for clients and others present during online exercise activities. 2.2. Assist clients to identify environmental and equipment hazards in their exercise location. 2.3. Analyse type and level of risk posed by identified hazards. 2.4. Determine ways to eliminate and control risks during delivery of online exercise sessions. 2.5. Confirm suitability of clients for online exercise sessions based on outcomes of pre-exercise screening and available fitness assessments. 2.6. Document outcomes of risk assessment and proposed actions to eliminate and control risks. 2.7. Determine legal and business consideration specific to online exercise delivery.
3. Plan online exercise sessions.	3.1. Determine type of session and fitness goals to be targeted. 3.2. Plan all activities according to documented risk assessment outcomes. 3.3. Select exercises and exercise combinations that take account of instructional and monitoring limitations of the online environment. 3.4. Select exercise equipment that will be safe and accessible to clients in their exercise location. 3.5. Identify and incorporate other resources that support and complement the online exercise experience of clients. 3.6. Document session plans according to organisational format.

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4. Instruct online exercise sessions.	4.1. Set up own online instruction environment and equipment according to session plan and exercise demonstration requirements. 4.2. Use and optimise technology features during all session phases. 4.3. Support clients with clear advice on technology use for effective participation. 4.4. Brief clients about risk management requirements for a safe physical environment for participation. 4.5. Combine clear and accurate verbal instructions and exercise technique demonstrations suitable for online viewing. 4.6. Monitor participant technique and safety in live sessions and provide corrective instruction based on observations.
5. Evaluate online exercise sessions.	5.1. Seek and acknowledge feedback from clients and evaluate satisfaction with sessions. 5.2. Evaluate effectiveness of technology and own performance and identify areas for improvement in online instruction. 5.3. Complete session documentation and evaluation according to record keeping procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar technical details about basic technologies that support online exercise instruction.
Writing skills to:	• use fundamental sentence structure to complete records that require factual and subjective information.
Oral communication skills to:	• provide clear and unambiguous information to participants using language and terms easily understood.
Numeracy skills to:	• score the level of risk and calculate overall risk level for hazards.
Self-management skills to:	• critically analyse hazards and logically evaluate associated risks to apply effective and tailored control measures.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISFFIT046 Plan and instruct online exercise sessions

Modification History

No equivalent unit.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research and set up one basic technology for the delivery of live online exercise sessions
- plan, document and instruct three live online exercise sessions, each with a minimum duration of 30 minutes, and include:
  - at least one session for an individual
  - at least one session for a group with a minimum of four and a maximum of eight participants
- across the above three online exercise sessions collectively, instruct exercises with and without equipment
- for each of the above three sessions:
  - assess the safety risks associated with the online exercise session:
    - identify hazards and analyse type and level of associated risk
    - document outcomes of risk assessment and proposed actions to eliminate or control risks
  - set up the online instruction environment and exercise equipment
  - complete participant safety briefing
  - effectively use communication and demonstration techniques suited to the online environment
  - use and optimise technology features effectively
  - complete accurate session documentation and evaluation reports.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal and business considerations specific to online exercise service offerings:
  - obligations to manage the safety of remote clients
  - requirements for insurance coverage
  - maintaining privacy of clients when instructing online
  - obtaining informed consent to record client exercise sessions
  - maintaining records for session delivery and evaluation

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- different types of online exercise services offered by the fitness industry, and their features, benefits and limitations:
  - personal consultations
  - live online sessions
  - pre-recorded on demand sessions
  - library of pre-recorded individual exercise demonstrations
  - one-to-one services
  - group services with and without instructor interaction
- how different types of online services may work together with an overall suite of exercise service offerings and with personalised client programs
- types and features of basic technologies, both free and paid, that are typically used by fitness instructors to provide online exercise instruction and used for live instruction:
  - hardware
  - software
  - communication capabilities and limitations for live sessions
  - basic troubleshooting
- risk assessment considerations for the safe delivery of online exercise sessions:
  - common types of exercise related hazards in client exercise locations including those that relate to environment, equipment and the presence of other people
  - methods for identifying hazards in client locations, and types of assistance that can be provided to allow clients to identify hazards
  - features of commonly used risk assessment methods and templates
  - methods of eliminating and controlling risks particular to online exercise instruction
  - industry established safety standards and codes of practice
  - documentation requirements for risk assessments
- factors for consideration when determining client suitability for online exercise instruction:
  - outcomes of pre-exercise screening and fitness assessments
  - current capability and previous exercise participation
  - level of physical supervision required
- for online exercise sessions:
  - types of suitable exercises and rationale for their use:
    - those with easier technique
    - those which are easier to demonstrate and explain
    - those which can be suitably viewed and monitored in live online sessions
  - exercise equipment limitations and opportunities for clients to use safe alternative items
  - types of safety information to be provided to clients about the physical environment in which they are exercising
  - instructional limitations and suitable demonstration and communication techniques
  - importance of using appropriate technology to clearly view clients

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  - challenges for monitoring participant technique and safety and how these can be overcome
  - resources that can support and complement online instruction:
    - pre-recorded individual exercise demonstrations
    - fitness tracking equipment and applications
    - applications to allow clients to report progress
  - emergency procedures for live sessions
- factors to consider in online exercise session evaluation:
  - effectiveness of technology used
  - suitability of exercises and equipment for the online environment
  - client feedback
  - trainer demonstration, instruction and communication in the online environment.

Assessment Conditions

Skills must be demonstrated in a workplace or simulated workplace venue suitable for instructing online exercise sessions.

Assessment must ensure the use of:

- interaction with clients in an online environment; these can be:
  - actual clients
  - individuals who participate in simulated activities used for the purpose of skills assessment
- hardware and software for live online exercise instruction
- equipment for demonstrating exercises
- hazard identification and risk assessment templates
- template online exercise session plans
- template evaluation reports.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree.

Links

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SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise

Modification History

Supersedes and is not equivalent to SISFFIT004 Incorporate anatomy and physiology principles into fitness programming.

Application

This unit describes the performance outcomes, skills and knowledge required to identify the role of anatomy and physiology knowledge in fitness instruction, and to use that knowledge to develop and instruct safe and effective exercise activities.

Knowledge of anatomy and physiology underpins effective performance in a range of work functions for fitness instruction. This unit has direct links to, and supports, a range of units for planning and instructing group and personalised exercise programs.

This unit applies to group fitness instructors, gym instructors and personal trainers. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations, depending on their role.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify role of anatomy and physiology in fitness instruction.	1.1. Identify credible sources of information about anatomy and physiology that are relevant to fitness instruction. 1.2. Review information and identify how it relates to safe and effective fitness training for clients.
2. Select effective exercise activities for participants.	2.1. Identify aspects of anatomy and physiology that impact selection of suitable exercises for participants. 2.2. Select exercises that account for variations associated with participant sex and age.
3. Support participants to exercise safely and effectively.	3.1. Provide succinct explanations about the relationship between exercises and their beneficial impacts on the body and health. 3.2. Explain injury risk factors and demonstrate and explain safe and effective exercise technique to participants.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	**DESCRIPTION**
Reading skills to:	• interpret information of varying complexity about anatomy and physiology, including anatomical terminology.
Oral communication skills to:	• explain information that includes anatomical and physiological references using terms that participants can understand • support verbal explanations using visual aids including diagrams and infographics.
Initiative and enterprise skills to:	• critically analyse information about anatomy and physiology for its application to fitness instruction • critically interpret and synthesise complex information into participant focussed fundamental information.

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Unit Mapping Information

Supersedes and is not equivalent to SISFFIT004 Incorporate anatomy and physiology principles into fitness programming.

Links

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Assessment Requirements for SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise

Modification History

Supersedes and is not equivalent to SISFFIT004 Incorporate anatomy and physiology principles into fitness programming.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and review information about anatomy and physiology relevant to fitness instruction from three credible sources, and select specific information for use in different areas of fitness instruction work
- choose two exercises that are suitable for each of the following client types (ten exercises in total):
  - female adults
  - male adults
  - clients aged 55 years or over
  - sedentary clients
  - active clients
- for each of the ten exercises:
  - demonstrate safe and effective exercise technique to clients during either individual or group exercise sessions
  - during session instruction, provide a plain language explanation to the individual client or group about:
    - the relationship between the exercise and its beneficial impacts on the body and health, and muscular function
    - associated injury risk factors and safe exercise technique.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of activities where fitness instructors use knowledge of anatomy and physiology:
  - interpreting client health information and related terminology
  - developing exercise programs and sessions appropriate for participant characteristics and goals
  - providing instruction about exercise technique
  - explaining purpose of exercises and answering client questions

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- credible sources of information about human anatomy and physiology that draw links with fitness instruction activities
- overview of the six levels of structural organisation of the human body:
  - chemical
  - cellular
  - tissue
  - organ
  - system
  - organism
- basic aspects of the following and any variances for different sexes:
  - cardiovascular system:
    - structure and overall function
    - role of blood and circulation pathways
    - relationships between exercise intensity and circulatory and ventilator responses
    - short- and long-term effects of different types of exercise on blood pressure and cardiorespiratory fitness
  - respiratory system:
    - structure and overall function
    - mechanics of breathing
    - respiratory system demands of exercise activities
  - muscular system:
    - structure and overall function
    - types of muscle tissue and classifications
    - major muscle groups
    - function of muscle proprioceptors
    - functions and actions of major muscles during movement and exercise, and resulting joint actions
    - short- and long-term effects of different types of exercise on muscle
    - changes to the muscular skeletal system over the lifespan
  - skeletal system:
    - structure and overall function
    - major bones, major joints and joint structures
    - bony landmarks
    - short- and long-term effects of different types of exercise on bones and joints
  - nervous system:
    - structure and overall function
    - the specific role of the central and peripheral nervous systems in controlling skeletal muscle
    - nerves and nerve impulses
    - short- and long-term effects of different types of exercise on neuromuscular system

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- overview of these aspects of human biomechanics:
  - forces which act on the body during exercise
  - lever systems in the body
- anatomical planes and axes of movement, and relationships to joints and range of movement:
  - sagittal
  - frontal
  - transverse
- meaning of the following anatomical terms of location:
  - medial and lateral
  - anterior and posterior
  - superior and inferior
  - proximal and distal
  - superficial and deep
- meaning of the following anatomical terms relating to movement:
  - flexion
  - extension
  - abduction
  - adduction
  - pronation
  - supination
  - dorsiflexion
  - plantarflexion
  - circumduction
  - inversion
  - eversion
- basics of thermoregulation and its application to exercise activities:
  - processes of heat gain and heat loss
  - effects of environmental conditions
  - effects of dehydration on body temperature
- basic definitions of these types of injuries, and common exercise related causes:
  - primary and secondary
  - direct and indirect
  - acute and overuse
- how exercise activities can be adjusted to safely accommodate common and low risk injuries
- client-focussed plain language explanations of anatomical and physiological information
- types of visual aids that can assist with providing anatomical and physiological information to clients.

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Assessment Conditions

Instructional activities for this unit can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with individual clients or group exercise participants; these can be:
  - clients or participants in an industry workplace, or
  - people who participate in simulated activities used for the purpose of skills assessment
- equipment required for selected exercise types.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

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SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise

Modification History

No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to identify the role of anatomy and physiology knowledge in aqua fitness instruction, and to use that knowledge to develop and instruct safe and effective water-based exercise activities.

Knowledge of anatomy and physiology underpins effective performance in a range of work functions for water-based exercise instruction. This unit has direct links to, and supports, units for planning and instructing water-based exercise sessions.

This unit applies to aqua exercise instructors; they practise in settings with pools, such as fitness facilities, gyms, leisure and community centres.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify role of anatomy and physiology in aqua fitness instruction.	1.1. Identify situations where aqua instructors use knowledge of anatomy and physiology. 1.2. Identify and use credible sources of information about anatomy and physiology that are relevant to aqua instruction.
2. Select effective water-based exercise activities for participants.	2.1. Identify aspects of anatomy and physiology that impact selection of suitable exercises for participants. 2.2. Select exercises that account for variations associated with participant sex and age.
3. Support participants to exercise safely and effectively.	3.1. Provide succinct explanations about the relationship between water-based exercises and their beneficial impacts on the body and health. 3.2. Explain injury risk factors and demonstrate and explain safe and effective exercise technique to participants.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret information of varying complexity about anatomy and physiology, including anatomical terminology.
Oral communication skills to:	• explain information that includes anatomical and physiological references using terms that participants can understand.
Initiative and enterprise skills to:	• critically analyse information about anatomy and physiology for its application to aqua fitness instruction • critically interpret and synthesise complex information into participant focussed fundamental information.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise

Modification History

No equivalent unit.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and review information about anatomy and physiology relevant to aqua fitness instruction from three credible sources, and select specific information for use in different areas of aqua instruction work
- choose two water-based exercises that are suitable for each of the following participant types (eight exercises in total):
  - female adults
  - participants aged 55 years or over
  - sedentary participants
  - active participants
- for each of the above eight exercises:
  - demonstrate safe and effective exercise technique to participants during group water-based exercise sessions
  - during session instruction, provide a plain language explanation to the group about:
    - the relationship between the exercise and its beneficial impacts on the body and health, to include muscular function and process
    - associated injury risk factors and safe exercise technique.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of activities where aqua instructors use knowledge of anatomy and physiology:
  - interpreting participant health information and related terminology
  - developing water-based exercise sessions appropriate for participant characteristics and session goals
  - providing instruction about exercise technique
  - explaining purpose of exercises and answering participant questions
- credible sources of information about human anatomy and physiology that draw links with aqua fitness instruction activities

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- basic aspects of the following and any variances for different sexes:
  - cardiovascular system:
    - structure and overall function
    - relationships between water-based exercise intensity and circulatory and ventilator responses
    - short- and long-term effects of water-based exercise on blood pressure and cardiorespiratory fitness
  - respiratory system:
    - structure and overall function
    - mechanics of breathing
    - respiratory system demands of water-based exercise activities
  - muscular system:
    - structure and overall function
    - major muscle groups
    - functions and actions of major muscles during water-based movement and exercise, and resulting joint actions
    - short- and long-term effects of water-based exercise on muscle
    - changes to the muscular skeletal system over the lifespan
  - skeletal system:
    - structure and overall function
    - major bones, major joints and joint structures
    - short- and long-term effects of water-based exercise on bones and joints
- overview of physiological and biomechanical differences between aquatic and land-based exercises
- properties of water and physiological impact and benefits in water-based exercise:
  - mass
  - density
  - viscosity
  - hydrostatic pressure at different depths
- forces that act on the body in water at different depths, and how these affect participants during water-based exercise:
  - buoyancy
  - resistance
  - turbulence
  - propulsion
  - inertia
- basics of thermoregulation and its application to exercising in water:
  - processes of heat gain and heat loss
  - effects of different water temperatures
  - effects of dehydration on body temperature
- basic definitions of these types of injuries, and common exercise related causes:

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  - primary and secondary
  - direct and indirect
  - acute and overuse
- how water-based exercise activities can be adjusted to safely accommodate common and low risk injuries
- participant-focussed plain language explanations of anatomical and physiological information.

Assessment Conditions

Instructional activities for this unit must be demonstrated in an indoor or outdoor pool facility meeting current State or Territory and local government regulations. The facility owner or operator must have guidelines or policies and procedures to regulate the safe operation of the facility and its use by facility users and instructors based on current industry guidelines for safe pool operations.

Pools can be publicly or commercially owned and operated, and in diverse locations including educational institutions, clubs, fitness facilities, gyms, and leisure and community centres.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- rescue equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with group participants who are participating in exercise activities within a pool; these can be:
  - group participants in an industry workplace, or
  - group participants who participate simulated activities used for the purpose of skills assessment
- equipment required for selected exercise types.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a qualification or Statement of Attainment which includes this unit of competency, SISFFIT048, and have a collective period of at least two years' experience working in aqua fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

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SISFFIT049 Use exercise science principles in fitness instruction

Modification History

Supersedes and is not equivalent to SISFFIT019 Incorporate exercise science principles into fitness programming.

Application

This unit describes the performance outcomes, skills and knowledge required to identify how exercise science principles (also known as exercise training principles) apply to fitness instruction, and use those principles in the design and ongoing modification of exercise programs for clients.

This unit has a direct relationship with, and supports the following units involving the application of exercise science and training principles to program design:

- SISFFIT041 Develop personalised exercise programs
- SISFFIT043 Develop and instruct personalised exercise programs for body composition goals
- SISFFIT044 Develop and instruct personalised exercise programs for older clients
- SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients.

This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and deliver individually tailored client exercise programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify information sources for exercise science principles relevant to fitness instruction.	1.1. Identify credible sources of evidence-based information about exercise science principles that are relevant to fitness instruction. 1.2. Review information and identify how exercise science principles relate to safe and optimum training and client fitness improvements. 1.3. Interpret exercise science terminology and its application to fitness instruction.
2. Incorporate exercise science principles in fitness instruction.	2.1. Identify relevance of exercise science principles to individual clients at different stages and levels of exercise activity. 2.2. Design programs for individual clients that consider client characteristics and goals and appropriate exercise science principles. 2.3. Monitor and adjust programs consistent with exercise science principles.
3. Maintain and update knowledge of exercise science.	3.1. Identify and use opportunities to update and expand knowledge of exercise science relevant to scope of practice for personal trainers. 3.2. Use critical thinking processes to evaluate changing and emerging evidence-based information and its application to fitness instruction.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, *along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and complex evidence-based information including scientific, anatomical and physiological terminology.
Numeracy skills to:	• interpret numerical information of varying complexity involving times, frequency, intervals, volume and loads • complete calculation and estimations of varying complexity for program design.

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Learning skills to:	• monitor emerging and changing information for use in own practice.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT019 Incorporate exercise science principles into fitness programming.

Links

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Assessment Requirements for SISFFIT049 Use exercise science principles in fitness instruction

Modification History

Supersedes and is not equivalent to SISFFIT019 Incorporate exercise science principles into fitness programming.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source information from credible sources about the exercise science principles of:
  - adaptation
  - overload
  - specificity
  - individualisation
  - progression and regression
  - reversibility
- evaluate key aspects of the above information relevant to fitness instruction and identify how it can be used to inform the design of personalised exercise programs
- document how exercise science principles are incorporated into the design of four client programs, and record the following details for each client:
  - a profile of the client and how individual characteristics of age, sex, fitness levels and basic physical characteristics have been used to design the program
  - how the program is systematically structured to provide progression towards planned goals and adaptations
  - rationale for the selection of exercises that relate to the principle of specificity
  - how the principle of overload has been used to determine the volume and intensity of exercises and frequency of sessions
  - rationale for the types of recovery that are incorporated into sessions, and how sessions are sequenced to allow recovery from specific types of exercises between sessions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- credible sources of evidence-based exercise science information that draw links with fitness instruction activities relevant to personal trainers
- meaning and key physiological aspects of the following exercise science principles, how the principles interrelate, and how they underpin exercise program design and instruction:
  - adaptation

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- overload
- specificity
- individualisation
- progression and regression
- reversibility

- how each of the exercise science principles is applied to achieve improvements in:
  - health related components of fitness:
    - cardiovascular endurance
    - muscle strength
    - muscle endurance
    - flexibility
    - body composition
  - skill related components of fitness:
    - power
    - speed
    - agility
    - coordination
    - balance
    - reaction time
    - proprioception
- meaning of the following terms as they apply to exercise:
  - acute physiological response
  - chronic physiological adaptation
- key aspects of physiological responses to exercise:
  - cardiovascular system including acute responses and chronic adaptations of the cardiovascular system to aerobic, anaerobic and strength training
  - respiratory system including acute responses and chronic adaptations of the respiratory system to aerobic, anaerobic and strength training
  - musculoskeletal system:
    - acute musculoskeletal responses and chronic adaptations to aerobic, anaerobic and strength training
    - responses of bone, joints and muscle tissue to weight bearing activities
  - neuromuscular system:
    - acute neuromuscular responses and chronic adaptations to aerobic, anaerobic and strength training
    - responses to high intensity, strength, power, speed and hypertrophy training
  - endocrine system:
    - acute responses and chronic adaptations of the endocrine system to anaerobic training
    - acute and chronic hormonal responses to aerobic and strength training

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- key aspects of physiological adaptations relevant to participating in long-term and endurance training:
  - energy system and substrate utilisation
  - nervous system improvements
  - improved thermoregulation
  - increased lactate threshold
- key physiological adaptations that occur from both high and low impact training
- role of exercise and fitness in the prevention of common exercise related injuries and day-to-day falls, and types of physiological adaptations that are related to this reduced risk
- meaning of overtraining, common physiological responses, and client signs and symptoms
- key aspects of physiology that relate to short and longer term recovery periods:
  - physiological needs and responses between sets of exercises
  - physiological needs and responses during cool down phase of exercise sessions
  - physiological needs and responses between exercise sessions.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure use of:

- evidenced-based information about exercise science principles from credible sources
- exercise program plans.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

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SISFFIT050 Support exercise behaviour change

Modification History

Supersedes and is not equivalent to SISFFIT016 Provide motivation to positively influence exercise behaviour.

Application

This unit describes the performance outcomes, skills and knowledge required to establish current patterns of client exercise and support clients to make changes to optimise fitness outcomes, health and wellbeing. Support for behaviour change reflects evidence-based approaches and can be integrated into fitness assessment, program planning, instruction and evaluation.

This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and deliver individually tailored client exercise programs, and to provide support to individual clients. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish current patterns of client exercise.	1.1. Use questioning and active listening to obtain information about client's current exercise patterns, attitudes and motivation for change. 1.2. Build trust and rapport with client by using client-centred communication showing sensitivity and empathy during interactions. 1.3. Identify perceived and actual barriers and other factors that currently influence client exercise behaviour. 1.4. Use information to assess client readiness for change and implications for fitness instruction. 1.5. Identify situations where client needs fall outside scope of own role and refer to relevant health professional.
2. Assist clients to plan for change.	2.1. Source and critically evaluate current and emerging evidence-based information about behaviour change to support professional practice and client needs. 2.2. Provide clients with information and techniques for making exercise behaviour change based on their specific needs. 2.3. Explain ways of setting and monitoring exercise activity goals that are specific, measurable and realistic. 2.4. Support clients to set their preferred goals and nominate specific behaviour changes based on their individual exercise program. 2.5. Maintain records of client goals and exercise preferences according to record keeping and confidentiality procedures.
3. Support the change process.	3.1. Use observation and client discussion to monitor client progress towards changed behaviour and goals. 3.2. Identify and use opportunities to provide positive feedback and reinforcement to clients about exercise behaviour change. 3.3. Use techniques that address barriers and assist clients to maintain commitment to agreed exercise activities. 3.4. Identify potential changes to improve client outcomes through reflection on client feedback and own performance. 3.5. Adjust goals and approaches in collaboration with client based on reflection and progress being achieved. 3.6. Update client records to reflect changes and progress.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret potentially complex and unfamiliar evidence-based information about exercise behaviour change.
Writing skills to:	• use fundamental sentence structure to summarise both factual and subjective information in client records.
Oral communication skills to:	• provide clear and succinct information to clients about behaviour change techniques • ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT016 Provide motivation to positively influence exercise behaviour.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT050 Support exercise behaviour change

Modification History

Supersedes and is not equivalent to SISFFIT016 Provide motivation to positively influence exercise behaviour.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source evidence-based information on exercise behaviour change from credible sources
- evaluate key aspects of the above information, and identify how it can be used to provide client-centred behaviour change advice
- support the exercise behaviour change process for three clients as part of the design of their personalised exercise programs, and for each of the three clients:
  - collect information about:
    - client motivation for exercise behaviour change
    - client stage of readiness for change
    - barriers to client exercise participation and adherence
  - assist client to plan for exercise behaviour change according to their individual needs:
    - support client to identify ways they can overcome barriers to exercise participation
    - provide information about behaviour change techniques
    - assist client to nominate behaviour change actions
    - support client to set exercise activity goals
  - consistently use client-centred communication during all interactions
  - maintain client records that include details of information exchanged, client exercise goals, change techniques used and client progress
- for one of the above three clients:
  - monitor client progress towards exercise behaviour change and achievement of exercise activity goals over a four week period via ongoing communications
  - use client-appropriate techniques to enhance client adherence to agreed exercise activities
  - complete a follow up assessment of client and discuss progress, achievements and changing needs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

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- procedures for maintaining client records and confidentiality of client information
- scope of practice for a personal trainer in supporting exercise behaviour change:
  - responsibilities and limitations
  - professional boundaries
  - situations where referral to a health professional is required for support with exercise behaviour change and role of relevant health professionals:
    - psychologists
    - general practitioners
- sources of evidence-based information about contemporary and emerging exercise behaviour change techniques
- how to determine the credibility of information sources
- client-centred communication techniques for establishing and building trust and rapport, and how they vary depending on individual client characteristics
- methods of collecting information about client's current exercise knowledge, patterns, attitudes, motivation and commitment to change
- factors that may affect exercise behaviour and the process of change:
  - family, cultural and social determinants
  - established lifestyle behaviours
  - experience of previous attempts at exercise behaviour change
- common barriers to exercise initiation and adherence, and how these may be overcome:
  - low importance placed on exercise
  - time and access to appropriate facilities
  - initial low fitness levels and low confidence
  - previous negative experiences
  - body image concerns
- stages in the behaviour change process and how these apply in a fitness industry context:
  - pre-contemplation
  - contemplation
  - preparation
  - action
  - maintenance
  - relapse
- the role of relapse, when it may occur and how it can be managed
- evidence-based techniques for promoting exercise behaviour change at different stages of fitness planning and implementation:
  - assessment and programming:
    - contracting
    - goal setting
    - client choice and self-direction
  - implementation:
    - exercise selection and variety

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        - client self-monitoring activities
        - using natural supports and social networks
    - monitoring:
        - prompts and reinforcement
        - feedback and rewards
        - ongoing assessment and progress measurement
- ways that techniques may be used and adapted for clients at different levels and stages of engagement with exercise activities
- approaches to goal setting and achievement:
    - setting short-, medium- and long-term goals
    - importance of goals that are specific, measurable, achievable, realistic and time based
    - different types of goals:
        - outcome
        - process
        - performance
    - common client strategies that can be used to achieve exercise behaviour change goals
    - recording goals and progress, and types of technology that can assist
- the role of arousal control and basic features of the following strategies in exercise behaviour change:
    - progressive relaxation
    - visualisation
    - positive self-talk
- methods and techniques used to:
    - engage with clients about progress
    - reflect on client feedback and own performance.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure use of:

- interaction with clients; these can be:
    - clients in an industry workplace, or
    - individuals who participate in simulated activities used for the purpose of skills assessment
- current information about evidence-based approaches to exercise behaviour change
- template client records for goal setting and recording progress
- procedures for maintaining client records and confidentiality of client information.

Assessors must:

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- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

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SISFFIT051 Establish and maintain professional practice for fitness instruction

Modification History

Supersedes and is not equivalent to SISFFIT015 Collaborate with medical and allied health professionals in a fitness context, and SISFFIT028 Apply evidence-based practice to exercise programs.

Application

This unit describes the performance outcomes, skills and knowledge required to establish the industry context for fitness instruction work, develop collaborative relationships with medical and allied health professionals, and use reflective practice and critical thinking for ongoing professional development. It requires the ability to identify and evaluate evidence-based information for use in day-to-day fitness instruction activities.

This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and deliver individually tailored client exercise programs, and to provide support to individual clients. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish context for fitness instruction work.	1.1. Identify current fitness industry practices and standards and determine their impact on planning and delivery of exercise programs. 1.2. Research legal and ethical requirements that govern fitness instruction work. 1.3. Evaluate work implications of how fitness instruction roles intersect with, and diverge from, other health-related roles. 1.4. Identify contemporary issues in fitness instruction that directly impact own workplace and clients.
2. Develop and maintain collaborative relationships with medical and allied health professionals.	2.1. Identify medical and allied health professionals with whom fitness instructors interact. 2.2. Build trust with medical and allied health professionals through use of professional communication protocols and industry terminology. 2.3. Establish contact with medical and allied health professionals based on client needs and develop shared understanding of respective roles in supporting client outcomes. 2.4. Identify and agree to nature, mode and regularity of communication required. 2.5. Incorporate guidance from medical and allied health professionals when developing and modifying personalised exercise programs. 2.6. Provide feedback on client progress to medical and allied health professionals and make suggestions for exercise activity modifications within the boundaries of agreed roles.

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3. Participate in professional reflection and development.	3.1. Identify the role of reflective practice in fitness instruction and how it can be used to improve client outcomes. 3.2. Use reflective practice to identify personal strengths, areas for improvement and opportunities for further learning. 3.3. Seek and use informal and formal input from others to identify own learning needs. 3.4. Identify information from industry organisations and networks that support professional development for fitness instructors. 3.5. Plan and implement steps to address professional development needs based on reflection, feedback and information sourced.
4. Maintain evidence-based knowledge for fitness instruction.	4.1. Identify and source evidence-based information to inform decision-making in fitness instruction. 4.2. Use critical thinking processes to evaluate information and its application to own fitness instruction. 4.3. Compare different sources of information and their relative value to own work and clients. 4.4. Extract relevant information and organise in ways that support easy access for use with individual clients. 4.5. Identify opportunities for ongoing development of knowledge and incorporate learning into day-to-day activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret varied, unfamiliar and potentially complex evidence-based information that may include health, scientific and industry terminology.
Writing skills to:	• summarise key information from evidence-based research using fundamental sentence structure.
Numeracy skills to:	• interpret statistical data in evidence-based research • complete calculations of varying complexity.

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Teamwork skills to:	• share and receive information about varied and potentially complex fitness and health-related issues • work collaboratively with medical and allied health professionals.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT015 Collaborate with medical and allied health professionals in a fitness context, and SISFFIT028 Apply evidence-based practice to exercise programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT051 Establish and maintain professional practice for fitness instruction

Modification History

Supersedes and is not equivalent to SISFFIT015 Collaborate with medical and allied health professionals in a fitness context, and SISFFIT028 Apply evidence-based practice to exercise programs.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source information from credible sources about the current context for fitness instruction work in Australia, and identify and evaluate key aspects of:
  - three established industry practices or standards
  - three legal or ethical requirements
- use critical thinking processes to analyse and respond to the fitness instruction needs of two clients using evidence-based information for each client need:
  - identify and evaluate current and relevant sources of evidence-based information
  - develop and document a response to the clients needs that is supported by analysis and evidence
- review own professional development:
  - reflect on and evaluate own fitness instruction strengths and areas for improvement
  - identify sources of industry information about professional development and continuing education and document two actions for improving own skills and knowledge
- use industry terminology and follow protocols for professional communication with medical or allied health professionals for two clients with health issues that are ongoing, and communicate:
  - client health and fitness status
  - program progress
  - questions and concerns
  - client response to exercise
  - client goals.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- existence and purpose of established fitness industry practices and standards:

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- bodies that develop practices and standards
- types of existing practices and standards, their key inclusions, and primary requirements:
  - industry accreditation and registration quality assurance schemes
  - code of ethical conduct
  - code of practice
  - scope of practice
  - qualification, professional development and continuing education requirements
  - established protocols for pre-exercise screening, assessment and programming
- legal and ethical requirements that govern fitness instructors:
  - maintaining confidentiality of client information including requirements for the collection, use, maintenance and secure storage of private information
  - obtaining and documenting informed consent to share client information
  - duty of care
  - responsibilities under consumer protection laws for fair and honest dealings
  - permit requirements for use of public spaces:
    - bodies that typically issue permits including local government, and how to apply for initial and ongoing permits
    - skill, qualification and accreditation requirements for obtaining permits
    - key compliance requirements, how to manage, and consequences of non-compliance
    - how to factor costs into fees charged for fitness services offered
- environmental sustainability considerations for use of outdoor spaces:
  - typical threats posed by the operation of exercise activities in public outdoor spaces, both environmental and social for local communities and other users
  - typical local government minimal impact codes of practice specific to environmental sustainability, and associated compliance requirements
  - minimal impact practices that can be implemented by fitness instructors
- different models of work for fitness instructors and how those models may impact work practices:
  - when employed:
    - following organisational policies and procedures
    - working under organisational insurance policies
  - when self-employed:
    - developing own policies and procedures
    - establishing legal and risk management requirements for operation, including those for insurance
- relationships between fitness instructors and medical and allied health professionals:
  - types of medical and allied health professionals with whom fitness instructors typically collaborate and their areas of expertise:
    - accredited exercise physiologists

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    - accredited practising dietitians
    - chiropractors
    - general practitioners (GPs)
    - occupational therapists
    - osteopaths
    - physiotherapists
    - podiatrists
    - rehabilitation physicians
    - sports physicians
  - how to access and search practitioner registers
  - referral systems and communication protocols for providing and receiving information about client health, fitness and progress
  - basic health and fitness terminology and abbreviations commonly used in communication between fitness instructors and medical and allied health professionals
  - benefits of establishing relationships
  - respective roles of fitness instructors and medical and allied health professionals in supporting client outcomes
  - behaviours that support effective relationships
  - barriers to effective relationships
  - networking opportunities
- contemporary issues and priorities in fitness instruction that relate to:
  - types of services offered
  - impacts of technology
  - changing demographics
  - population health profile and public health priorities
- reflective practice in fitness instruction:
  - how reflective practice is used to learn from the everyday, and as a process to guide decision making
  - the link with professional development
  - the need for multiple perspectives
  - ways that fitness instructors can use:
    - reflection in action
    - reflection on action
- common steps followed to create a professional development and continuing education plan, typical inclusions and methods of collating information
- definition of evidence-based practice and how it relates to fitness instruction roles
- how to determine the credibility of information sources
- sources of established and credible evidence-based information that underpins fitness instruction:
  - state, federal and global public health bodies
  - Australian and international industry bodies:

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    - fitness
    - sport
    - exercise science
  - allied health professional associations
  - complementary health professional associations
- critical thinking processes for evaluating information:
  - identifying key questions for the evaluation process
  - distinguishing relevant from irrelevant
  - extracting and summarising key details
- ways of organising information to support its use in day-to-day practice.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure use of:

- real workplace situations, simulated activities or case studies relevant to this unit and involve communication with medical or allied health professionals
- computers or mobile devices for research
- current information about:
  - fitness industry standards and practices
  - legal and ethical requirements for fitness instruction
  - evidence-based approaches to fitness instruction.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

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SISFFIT052 Provide healthy eating information

Modification History

Supersedes and is not equivalent to SISFFIT005 Provide healthy eating information.

Application

This unit describes the performance outcomes, skills and knowledge required to provide general, and not individualised, information about healthy eating to fitness clients. Information is based on the main recommendations of the current Australian national dietary guidelines which aim to promote optimal health and wellbeing for generally healthy people.

The unit requires the ability to recognise situations that are beyond the scope of practice for fitness instructors, and to provide information about the types of medical and allied health professionals with expertise to advise on nutritional needs.

This unit applies to group fitness and gym instructors who practise in settings such as fitness facilities, gyms, and leisure and community centres.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify authoritative and evidence-based information.	1.1. Source information about healthy eating from the national dietary guidelines that apply to healthy people. 1.2. Interpret key national dietary guideline recommendations and healthy eating messages to inform healthy eating advice.
2. Communicate general healthy eating information to clients.	2.1. Advise clients about own role and limitations in providing healthy eating advice. 2.2. Provide information consistent with national dietary guidelines to help clients make informed healthy eating choices. 2.3. Advise on recommended daily serves of the five food groups outlined in national dietary guidelines. 2.4. Provide clear information about discretionary foods and inform clients about limiting daily intake. 2.5. Explain the benefits of healthy food and beverage choices, and impact of poor choices on health and wellbeing. 2.6. Show sensitivity to cultural and social differences that may influence food choices. 2.7. Provide accurate information about the role of healthy eating as part of a fitness program.
3. Identify clients who require nutrition advice outside of own scope.	3.1. Identify characteristics of clients who require nutrition advice beyond scope of practice and recognise risks of providing information to those clients. 3.2. Provide information about types of health professionals with required expertise to clients who require nutritional advice outside scope of practice.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret key overarching recommendations of national dietary guideline documentation.
Oral communication skills to:	• provide information to clients using plain language and terms easily understood • ask open and closed probe questions to clarify information needs and actively listen to determine client understanding of information.

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Numeracy skills to:	• interpret numerical aspects of the national dietary guidelines including recommended and proportional food intakes in different food groups.
Learning skills to:	• use information provided in national guidelines to update and extend knowledge of healthy eating practices.
Technology skills to:	• access and use national dietary guideline documentation.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT005 Provide healthy eating information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT052 Provide healthy eating information

Modification History

Supersedes and is not equivalent to SISFFIT005 Provide healthy eating information.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide healthy eating information from the Australian national dietary guidelines to three clients and include information about:
  - the five food groups and their recommended proportional daily intakes
  - discretionary foods that should be eaten only sometimes and in small amounts
- according to actual client interactions or case studies:
  - identify three situations outside scope of own practice for providing nutrition advice
  - for each above situation:
    - advise client why their nutrition needs are outside scope of own role
    - provide information about the type of medical or allied health professional with relevant expertise.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- roles of medical and allied health professionals in providing nutritional advice and their expertise in addressing different needs:
  - accredited practising dietitians (APD)
  - accredited sports dietitians (AccSD)
  - general practitioners
- differences and similarities between the roles and skills of dietitians and nutritionists
- common consumer expectations of fitness instructors to provide nutrition and weight management advice, and:
  - purpose and content of established industry guidelines for scope of practice for fitness instructors in providing nutrition advice
  - own role and limitations in providing nutritional advice to clients
  - techniques used to positively communicate with clients about scope of own role and knowledge
  - how industry guidelines assist fitness instructors to appropriately respond to client enquiries outside their scope of practice

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- opportunities for fitness instructors to promote and support healthy eating with clients
- how nutritional needs differ for special population clients, and characteristics of clients who require nutrition advice beyond fitness instructor scope of practice:
  - those with chronic conditions
  - the frail elderly
  - pregnant and breastfeeding women
  - clients who show signs of having an eating disorder as identified in established industry guidelines
  - any client seeking individualised information outside the scope of the population level recommendations in national dietary guidelines
- risks to clients of fitness instructors providing nutrition-related advice outside scope of practice:
  - nutrient deficiencies and imbalances
  - exposure to low energy availability (LEA) and overview of LEA impacts
  - negative impact on existing health conditions
  - food intolerance and allergy adverse reactions
  - negative food-drug interactions
  - nutrition confusion
  - financial burden of product recommendations
- risks to fitness instructors of providing nutrition-related advice outside scope of practice, specifically the potential professional, legal and financial consequences
- key contents of current Australian national dietary guidelines and associated resources:
  - the principal recommendations and guidelines
  - characteristics and examples of types of foods in the five food groups
  - proportions of the five food groups recommended for consumption each day
  - characteristics and examples of discretionary foods to be avoided
- healthy eating:
  - benefits of healthy eating
  - relationship to physical wellbeing
  - how healthy eating can impact on client health and fitness goals and outcomes
  - the role of healthy eating in a fitness program and basic aspects of how nutrition and exercise interrelate
- potential impacts of unhealthy food choices and eating patterns on general health and wellbeing and:
  - diet-related risk factors for chronic disease, including high cholesterol, high blood pressure and obesity
  - risk of chronic diseases including type 2 diabetes, cardiovascular disease and some types of cancers
- effects of cultural and social influences on food choices.

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Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure use of:

- interaction with clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in simulated activities used for the purpose of skills assessment
- established fitness industry guidelines for providing nutrition advice within scope of practice for fitness instructors
- current Australian national dietary guidelines and associated resources:
  - the principal recommendations and guidelines
  - guides to healthy eating
  - consumer brochures.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising dietitian, sports dietitian, health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT053 Support healthy eating for individual fitness clients

Modification History

Supersedes and is not equivalent to SISFFIT025 Recognise the dangers of providing nutrition advice to clients, and SISFFIT026 Support healthy eating through the Eat for Health Program.

Application

This unit describes the performance outcomes, skills and knowledge required to identify individual client needs for healthy eating advice, and provide information that supports clients to establish healthier eating patterns. Information is based on the current Australian national dietary guidelines and associated resources which aim to promote optimal health and wellbeing for generally healthy people.

The unit requires the ability to recognise situations that are beyond the scope of practice for fitness instructors and to provide referrals to medical and allied health professionals with expertise to advise on nutritional needs.

This unit applies to personal trainers who work independently with clients using discretion and judgement to plan for and deliver exercise programs, and to provide support to individual clients. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify client needs for nutrition advice.	1.1. Consult with client to confirm their nutritional goals and clarify their expectations and need for nutrition advice. 1.2. Explain boundaries of own role in providing nutritional advice to clients based on industry guideline scope of practice for fitness instructors. 1.3. Identify clients with nutritional needs beyond own scope of practice and provide referral to medical and allied health professionals with expertise to advise on nutritional needs.
2. Provide healthy eating advice within scope of own role.	2.1. Seek information on client's daily pattern of eating and compare with recommendations in national dietary guidelines and associated support resources. 2.2. Provide feedback to client on their identified eating patterns and how they align with national dietary guidelines. 2.3. Use a person-centred approach to assist client to identify changes to eating patterns to align with their health, fitness and nutritional goals. 2.4. Provide information about patterns of healthy eating and appropriate proportions of different food types based on national dietary guidelines and associated support resources. 2.5. Advise on limiting daily intake of discretionary foods outlined in national dietary guidelines.
3. Support clients to adopt and sustain healthier eating patterns.	3.1. Use client-centred communication showing sensitivity and empathy to support sustained behaviour change. 3.2. Assist clients to modify their daily patterns of eating to align with their nutritional goals. 3.3. Provide clients with information about daily living strategies that support healthy eating. 3.4. Maintain records of information provided and client goals and progress according to record keeping and confidentiality procedures.
4. Evaluate effectiveness of advice to clients.	4.1. Seek and evaluate feedback from clients about value of healthy eating support. 4.2. Identify potential changes to improve client outcomes and own practice through reflection on client feedback and own performance. 4.3. Identify and use opportunities to update and expand knowledge of evidence-based nutritional information

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relevant to scope of practice for fitness instructors.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret key recommendations and detailed implementation advice in national dietary guideline documentation and associated support resources.
Writing skills to:	• use fundamental sentence structure to complete forms and reports that require factual and subjective information.
Oral communication skills to:	• provide information to clients using plain language and terms easily understood • ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided.
Numeracy skills to:	• interpret numerical and measurement information in national dietary guidelines and on food labels, expressed in kilojoules, cups, grams, millilitres, centimetres, percentages and fractions.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT025 Recognise the dangers of providing nutrition advice to clients, and SISFFIT026 Support healthy eating through the Eat for Health Program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT053 Support healthy eating for individual fitness clients

Modification History

Supersedes and is not equivalent to SISFFIT025 Recognise the dangers of providing nutrition advice to clients, and SISFFIT026 Support healthy eating through the Eat for Health Program.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- support healthy eating for three fitness clients and for each of the three clients:
  - identify daily eating patterns
  - compare daily eating patterns with the recommendations of Australian national dietary guidelines
  - assist clients with change to achieve healthier eating patterns using national dietary guidelines and associated resources, and:
    - provide information about daily patterns of healthy eating and recommended proportions of the five food groups
    - provide examples of healthy meals and snacks
    - provide information about healthy ways to prepare and cook food
    - educate clients about how to interpret nutrition information on food labels
  - consistently use client-centred communication during all interactions
  - maintain accurate records of client goals and advice provided
  - seek and evaluate feedback from clients and consider ways to improve own practice
- according to actual client interactions or case studies, respond to two clients seeking advice or services outside scope of own practice for providing nutrition advice, and for each client:
  - advise client why their nutrition needs are outside scope of own role
  - provide information about the appropriate type of medical or allied health professional with relevant expertise
  - write a referral that provides clear information about the client and the reasons for referral.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- procedures for maintaining client records and confidentiality of client information
- client-centred communication techniques for establishing and building trust and rapport to support behaviour change

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- role and limitations of fitness instructors in providing nutritional advice to clients, and:
  - purpose and content of established fitness industry guidelines for providing nutrition advice within scope of practice for fitness instructors
  - reasons for confining information and advice that is consistent with current Australian dietary guidelines and support resources
  - potential professional, legal and financial consequences of providing nutrition-related advice outside of scope of practice
- how to screen clients to identify the type and depth of advice they are seeking about their nutrition needs
- techniques used to positively communicate with clients about scope of own role and knowledge
- appropriate responses to common fitness-related client requests and situations that require referral to medical and allied health professionals involving:
  - detailed nutritional assessment
  - personalised meal planning to meet a specific goal including advice and plans for weight loss and weight gain goals
  - high intensity, high volume and high level sports performance requirements
  - advice and recommendations on specific diet, eating trends and specific popular diets
  - nutritional supplements and specialised foods including for performance, medical and general health purposes
  - ergogenic aids
  - queries about nutrition and medication interactions
- risks to clients of fitness instructors providing nutrition-related advice outside scope of practice:
  - nutrient deficiencies and imbalances
  - exposure to relative energy deficiency in sport (RED-S) and overview of RED-S impacts
  - negative impact on existing health conditions
  - food intolerance and allergy adverse reactions
  - negative food-drug interactions
  - nutrition confusion
  - financial burden of product recommendations
- how to find information about available accredited practising dietitians (APD) and accredited sports dietitians (AccSD) in the local area
- benefits of working in collaboration with medical and allied health professionals for both fitness instructors and clients
- format and inclusions of referral letters to medical and allied health professionals
- information and recommendations contained in fitness industry eating disorder publications, and how fitness instructors can effectively respond to behavioural warnings signs for:
  - eating disorders
  - excessive exercise disorders

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    - muscle dysmorphia
- sources of authoritative and evidence-based information about nutrition and how to determine credibility
- the meaning of key nutritional terms:
    - diet
    - healthy eating
    - nutrition
    - nutrients including macronutrients and micronutrients, and overview of how the body uses these
- how to locate and use information from current Australian dietary guideline resources to provide healthy eating advice to individual fitness clients:
    - full guideline and summary documents
    - consumer brochures
    - teaching tools
- key population level recommendations and healthy eating guidance contained in current Australian national dietary guidelines and associated resources:
    - the principal recommendations and guidelines
    - characteristics of the five food groups and the nutrients they contribute to the diet
    - daily patterns of healthy eating and recommended proportions of the five food groups
    - types of discretionary foods to be limited and why
- methods and tools for collecting information about client daily eating patterns and how to evaluate this against national dietary recommendations
- strategies, informed by national dietary guidelines, that support clients with healthy eating:
    - how to interpret food labels including health star rating labelling systems to support healthier food choices
    - types of healthy meals and snacks
    - healthy ways to prepare and cook food
- the benefits to health and emotional wellbeing of combining healthy eating and physical activity
- methods used to evaluate support provided to clients:
    - client evaluation questionnaires
    - informal conversations with clients
    - self-reflection on client responses to information including difficulties in understanding and implementing.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace, set up for the purpose of skills assessment.

Assessment must ensure use of:

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- interaction with clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in simulated activities used for the purpose of skills assessment
- established fitness industry guidelines for providing nutrition advice within scope of practice for fitness instructors
- fitness industry eating disorder publications
- current Australian national dietary guidelines and associated resources:
  - full guideline and summary documents
  - consumer brochures
  - teaching tools
- template referral letters
- procedures for maintaining client records and confidentiality of client information.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising dietitian, sports dietitian, health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOABL001 Lead adventure-based learning activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead adventure-based learning activities in situations where the overall responsibility for the session or program rests with a more experienced facilitator.

It requires the ability to interpret activity requirements, assist with participant goal setting, briefing and debriefing, and to interact with participants for effective learning outcomes.

This unit applies to any type of organisation that delivers adventure-based learning programs including commercial, not-for-profit and government organisations.

It applies to those who work as assistant facilitators under supervision and according to guidance provided by adventure-based learning facilitators. They may work alongside the lead facilitator or have access to a supervisor for instructions when needed.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Adventure Based Learning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm details for activity.	1.1. Discuss, with activity lead facilitator or supervisor, participant characteristics, abilities and learning needs. 1.2. Confirm, with lead facilitator or supervisor, program plan, objectives, learning outcomes, session plans and facilitation techniques. 1.3. Determine individual roles, tasks and responsibilities. 1.4. Confirm activity safety and emergency response procedures to ensure compliance of self and participants during activities.
2. Prepare participants.	2.1. Participate in individual and group discussions to assist participants set realistic goals for activities in line with session learning outcomes. 2.2. Discuss and determine, with participants, potential individual and group guidelines for their action and behaviour. 2.3. Brief participants on known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
3. Facilitate session activities.	3.1. Respond to participant queries about activity requirements and techniques to engender trust and participant confidence. 3.2. Motivate and encourage participants to keep them engaged and challenged. 3.3. Observe individual actions and group interaction and provide constructive feedback throughout session. 3.4. Encourage cooperation between individual group members. 3.5. Monitor and maintain compliance with safety procedures and agreed individual and group guidelines. 3.6. Assist participants facing physical or emotional difficulties and report any emerging issues related to group interaction and safety.
4. Participate in activity debrief and evaluation	4.1. Participate in individual and group discussions to assist participants identify achievement of goals. 4.2. Assist participants to formulate ideas for transferring learning. 4.3. Debrief with team members to identify successes, problems and difficulties. 4.4. Review own performance and discuss how to improve.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and potentially complex information about participant characteristics, session plans and objectives.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' level of engagement and comfort with challenges.
Learning skills to:	• review own performance and comments from others to identify skills that need development.
Teamwork skills to:	• pro-actively and cooperatively work within teams of facilitators to deliver effective outcomes for participants.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOABL001 Lead adventure-based learning activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three different adventure-based learning sessions for a group of participants according to predetermined session plans
- during each session consistently:
  - work within role boundaries and responsibilities, and follow any directions provided by lead facilitator or supervisor
  - communicate clearly and positively with participants to assist with motivation, group cohesion and trust
  - monitor and maintain participant adherence to safety procedures
- after each session, assist in facilitating a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to respond to a total of three incidents involving the physical and emotional safety of participants during activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for activity sessions
- role boundaries and responsibilities of assistant facilitators, lead facilitators or supervisors for adventure-based learning activities
- definitions of experiential learning and adventure-based learning and how these are similar in principle and practice
- basic principles and theories of the transfer of learning from one context to others
- key features and phases of the adventured based learning cycle:
  - ice breaking and briefing
  - goal setting
  - development of trust
  - adventure activity participation
  - processing and debriefing
  - transfer of learning

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- at a fundamental level of understanding, principles and theories of group formation and stages of group development
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - elicit ideas and feedback
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at early stage of escalation
- format and inclusions of program and session plans.

Assessment Conditions

Skills must be demonstrated in an environment specific to the particular type of indoor or outdoor recreation activity, and the following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment relevant to the recreational activity.

Assessment must ensure use of:

- a group of participants whom the individual leads
- adventure-based facilitators who supervise the candidate; these can be:
  - lead facilitators or supervisors in an industry workplace, or
  - people who participate in role plays or simulated activities during the assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit involving responses to the physical and emotional safety of participants during activities
- activity and personal protective equipment specific to the particular type of recreation activity
- program and session plans
- organisational safety and emergency response procedures for activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an adventure-based learning facilitator; the three years' experience can incorporate full and or part time experience.

Links

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SISOABL002 Facilitate adventure-based learning activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to facilitate learning through adventure activities according to a pre-designed adventure based learning program which might be self-developed or developed by others. It requires the ability to adjust program content and manage all learning activities to encourage participant engagement.

This unit applies to any type of organisation that delivers adventure-based learning programs including commercial, not-for-profit and government organisations.

It applies to adventured-based learning facilitators who work independently using discretion and judgement to manage learning activities, risk, and any significant problems when they arise.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Adventure Based Learning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for program delivery.	1.1. Identify, from program plans, participant characteristics, learning needs and any barriers to learning. 1.2. Interpret program plan, objectives, learning outcomes, session plans and facilitation techniques. 1.3. Refine learning activities according to needs of individual participants, within scope of responsibility or refer for authorisation.
2. Prepare participants.	2.1. Advise participants on how learning during activities can transfer to life and work circumstances. 2.2. Guide and support participants to set realistic individual and group goals consistent with activity learning outcomes. 2.3. Negotiate individual and group guidelines to inform participant action and behaviour. 2.4. Brief participants on known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
3. Manage adventure-based learning activities.	3.1. Communicate activity instructions and ideas clearly and constructively to engender participant confidence. 3.2. Encourage questions and advice before and during activity and provide ongoing feedback. 3.3. Implement facilitation approaches that allow individuals to share in the responsibility of their learning and safety. 3.4. Reinforce the value of individual differences to stimulate and encourage contribution, cooperation and collaboration. 3.5. Implement strategies which develop trust between individuals within the group and with leaders. 3.6. Monitor and maintain compliance with agreed individual and group guidelines. 3.7. Monitor individual and group progression throughout activities. 3.8. Re-evaluate participant needs and session outcomes; modify activities to ensure participant engagement and challenge.
4. Manage participant safety and well-being during activities.	4.1. Monitor activity conditions, hazards and the physical and emotional safety of individuals and the group. 4.2. Respond immediately to adverse participant reactions and hazardous situations. 4.3. Complete ongoing risk assessments to minimise distress or injury to participants and others. 4.4. Amend activities if risk is unacceptable; cease activities

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	when required.
5. Debrief with participants.	5.1. Encourage participants to identify achievement of individual and group goals. 5.2. Provide constructive feedback on individual actions and group interaction, and collaboratively evaluate individual and group outcomes. 5.3. Facilitate individuals and group to identify how learning can be transferred, and their future learning needs. 5.4. Use a suitable facilitation activity to develop personal and group action plans.
6. Evaluate learning sessions.	6.1. Debrief with team members to identify successes, problems and difficulties. 6.2. Evaluate feedback from participants on their challenges and achievements. 6.3. Self-evaluate sessions against learning objectives achieved, own performance, and identify areas for future improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar and potentially complex information about participant characteristics, learning programs and session plans.
Writing skills to:	• refine session plans incorporating correct terminology and jargon for activities and experiential facilitation techniques.
Oral communications skills to:	• provide information to participants about conceptual ideas using language and terms easily understood.
Learning skills to:	• review own performance and comments from others to identify skills that need development.
Teamwork skills to:	• pro-actively and cooperatively work within teams of facilitators to deliver effective outcomes for participants.
Planning and organising skills to:	• manage own timing and that of participants to complete sessions within organisational service times.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOABL002 Facilitate adventure-based learning activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- facilitate three different adventured-based learning sessions for a group of participants according to predetermined program and session plans
- during each session consistently:
  - monitor individual and group progression
  - monitor and maintain group cohesion
  - manage participant adherence to safety procedures
- across the three sessions, collectively use four different experiential facilitation techniques to be chosen from the following list:
  - funnelling
  - cognitive hierarchy
  - challenge by choice
  - working agreements
  - isomorphic framing
  - indirect frontloading
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit participant capabilities and responses
  - manage a total of three incidents involving the physical and emotional safety of participants during activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles and theories of experiential learning in the context of adventure-based learning:
  - the transfer of learning from one context to others
  - sequencing of activities to achieve effective staged learning outcomes
- key features and phases of the adventured based learning cycle:

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  - ice breaking and briefing
  - goal setting
  - development of trust
  - adventure activity participation
  - processing and debriefing
  - transfer of learning
- key features and phases of different adventure-based experiential learning models:
  - linear
  - cyclical
  - spiral
  - nested loop
- key principles and theories of a range of facilitation techniques used in adventure-based learning activities:
  - funnelling
  - cognitive hierarchy
  - challenge by choice
  - working agreements
  - isomorphic framing
  - indirect frontloading
- for each of the above techniques:
  - advantages, disadvantages and limitations
  - appropriateness for a range of ages, learning needs and learning abilities
  - ethical issues related to their use
- principles and theories of group formation and stages of group development
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- format and inclusions of program and session plans
- methods and tools used to monitor individual and group development during programs.

Assessment Conditions

Skills must be demonstrated in an environment specific to the particular type of indoor or outdoor recreation activity, and the following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment relevant to the recreational activity.

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Assessment must ensure use of:

- a group of participants whom the individual facilitates
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications to meet participant needs
  - managing incidents involving the physical and emotional safety of participants during activities
- activity and personal protective equipment specific to the particular type of recreation activity
- program and session plans.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an adventure-based learning facilitator where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOABL003 Design adventure-based learning programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design adventure-based learning programs to meet the objectives and learning needs of participants and enhance their learning opportunities.

Programs may be developed for general consumer groups but would generally be customised to the needs of a particular client group.

This unit applies to any type of organisation that delivers adventure-based learning programs including commercial, not-for-profit and government organisations.

It applies to senior personnel who work autonomously and who are responsible for making decisions at an organisational level. This includes program managers and senior facilitators and leaders who may also deliver the program.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Adventure-based Learning

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify program objectives and learning needs of participant groups	1.1. Identify and analyse program objectives and learning needs of different consumer markets. 1.2. Consult with clients to determine program budget, objectives and special learning requirements for particular client groups. 1.3. Discuss and determine complex learning needs of participants and known barriers to learning. 1.4. Identify characteristics and abilities of participants that affect participation in recreational activities.
2. Design the structure and content of the program.	2.1. Consult with external service providers, as required, to assist with design of programs to meet special needs of participants. 2.2. Select an adventure-based learning model to meet participant needs, and determine phases to allow for progression and transfer of learning. 2.3. Determine and document learning outcomes according to identified learning objectives and needs. 2.4. Select suitable recreational activities and environments in line with learning outcomes, and participant abilities. 2.5. Program a sequence of activities to provide effective staged achievement of learning outcomes. 2.6. Select facilitation techniques suitable for learning outcomes, participant needs and the stages of group development. 2.7. Develop and document session plans for each stage of the program. 2.8. Complete program risk assessment, according to organisational policies and procedures, and design program according to determined risks and control measures. 2.9. Document and present final program within client and organisational budgetary constraints for approval by relevant personnel and or clients.

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3. Evaluate effectiveness of the program.	3.1. Develop methods and tools to monitor individual and group development during programs. 3.2. Liaise with delivery personnel throughout program operation to identify successes, problems and difficulties. 3.3. Obtain and evaluate feedback from delivery personnel, client groups and participants. 3.4. Evaluate program according consultation with others. 3.5. Modify and continuously improve current and future programs according to feedback and program evaluation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• document comprehensive adventure-based learning programs using language easily understood by clients and all staff • prepare detailed session plans incorporating correct terminology and jargon for activities and experiential facilitation techniques.
Self-management skills to:	• take responsibility for program development from initial research through to evaluation • critically evaluate successes and failures of program to initiate improvements.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOABL003 Design adventure-based learning programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design and document two different adventured-based learning programs tailored to the particular needs of two different types of participant groups
- for each of the above programs, develop and document at least three sequential session plans
- across the two planned programs, collectively incorporate the use of four different experiential facilitation techniques to be chosen from the following list:
  - funnelling
  - cognitive hierarchy
  - challenge by choice
  - working agreements
  - isomorphic framing
  - indirect frontloading
- for one of the above programs, utilise options provided in Assessment Conditions to:
  - evaluate feedback from delivery personnel and participants
  - modify aspects of the program according to evaluation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for completing risk assessments
- common program objectives and learning needs of different key consumer markets for adventure-based learning programs:
  - corporate clients
  - school and other education groups
  - people with disability
  - youth at risk
  - offenders
- types of external service providers and how they can assist with identifying individual and group learning needs and barriers to learning:

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  - counsellors
  - therapists
  - specialist teachers
  - human resource officers
- how characteristics of participants affect the choice of recreational activities and experiential program design:
  - age, size and weight
  - current experience in the recreational activity and skill level
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
  - learning objectives
  - complex learning needs and barriers to learning
- principles and theories of experiential learning in the context of adventure-based learning:
  - the transfer of learning from one context to others
  - sequencing of activities to achieve effective staged learning outcomes
- key features and phases of the adventured based learning cycle:
  - ice breaking and briefing
  - goal setting
  - development of trust
  - adventure activity participation
  - processing and debriefing
  - transfer of learning
- key features and phases of different adventure-based experiential learning models:
  - linear
  - cyclical
  - spiral
  - nested loop
- key principles and theories of a range of facilitation techniques used in adventure-based learning activities:
  - funnelling
  - cognitive hierarchy
  - challenge by choice
  - working agreements
  - isomorphic framing
  - indirect frontloading
- for each of the above techniques:
  - advantages, disadvantages and limitations
  - appropriateness for a range of ages, learning needs and learning abilities
  - ethical issues related to their use

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- format and inclusions of program and session plans
- methods and tools used to monitor individual and group development during programs.

Assessment Conditions

Assessment must ensure use of:

- clients, external service providers and team members with whom the individual interacts; these can be:
  - clients, external service providers and team members in an industry workplace, or
  - people who participate in role plays or simulated activities during the assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to evaluating program feedback and modifying programs
- participant profiles to include:
  - age, size and weight
  - current experience in the recreational activity and skill level
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
  - learning objectives
  - complex learning needs and barriers to learning
- template:
  - adventure-based learning program plans
  - session plans
- organisational policies and procedures for completing risk assessments.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing adventure-based learning programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOABS001 Abseil single pitches using fundamental skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to abseil single pitches at a fundamental skill level and to belay other abseilers.

It applies to assistant leaders and support staff who use these skills when assisting with the delivery of recreational abseiling activities for groups of participants. They work under close supervision, and according to instructions and guidance provided by supervising activity leaders who may be guides or instructors.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the abseil.	1.1. Select clothing, footwear and personal protective equipment suitable for the abseil and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between abseiler and belayer. 1.4. Discuss and identify, with supervising leader, position of natural features and the abseil route. 1.5. Attach descending device to abseil rope and tie knots suitable for the established belay system and check with supervising leader. 1.6. Complete equipment safety checks prior to abseiling or belaying.
2. Abseil using single pitch descent techniques.	2.1. Use safety procedures at top of and throughout descent to minimise risk to self and others present. 2.2. Use appropriate posture and abseiling techniques to execute descents. 2.3. Safely approach, avoid or negotiate hazards to descend in a controlled manner. 2.4. Maintain effective communication with belayer throughout descent.
3. Belay abseilers under supervision.	3.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 3.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 3.3. Maintain rope tension to minimise fall distance and ensure abseiler movement is not unduly restricted. 3.4. Monitor abseiler progress constantly, and maintain clear communication with abseiler. 3.5. Arrest falls promptly using technique suitable to belaying device and situation, and seek leader's assistance to allow abseiler to continue.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.

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Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• estimate load on ropes to determine appropriate tension for abseiling and belaying.
Teamwork skills to:	• cooperatively work with supervising leader to take direction.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOABS001 Abseil single pitches using fundamental skills

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a total of four single pitch abseils with a belayer on at least two different pitches
- during each of the above abseils, consistently:
  - follow supervising leader's direction
  - follow safety procedures and safely negotiate hazards to descend in a controlled manner
  - connect self to abseil and belay system using appropriate device and or knots
- belay abseilers according to safety procedures, and complete the following:
  - two top rope, top belayed descents
  - one bottom braked descent
  - two simulated abseiler falls with assistance from supervising leader.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for abseiling activities
- purpose, features, and correct fit for safety, of personal protective equipment for abseiling to include:
  - clothing
  - footwear
  - gloves, advantages and disadvantages
  - abseiling/climbing helmets
  - harnesses of different types
- operational function of abseiling equipment:
  - carabiners
  - static and dynamic rope and when each might be used
  - tape
  - sewn sling
  - Prusik cord

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  - descending devices
  - belay systems
  - belay devices
- types of equipment and knots used, and how to tie them, when:
  - attaching descending devices to abseil ropes
  - attaching belay system to anchors
  - attaching self to anchor
- types of personal and equipment safety checks completed prior to abseiling and belaying
- abseiling techniques and appropriate posture
- techniques for belaying others during abseils to include those for:
  - establishing belaying position for effective and safe use of belay system
  - rope handling and maintaining adequate rope tension
  - controlling bottom brake system
  - arresting abseiler falls and working with supervising leader to allow abseiler to continue
- reasons for attaching belayer to anchor system when belaying others including:
  - minimising belayer movement to retain stable position and stance
  - minimising effects of force of abseiler fall and risk of injury to belayer
  - minimising risks of belayer fall
- communication protocols used between abseilers and belayers to include:
  - calls
  - hand signals
  - whistles
  - radio
- typical hazards for single pitch abseiling, and techniques used to safely negotiate these:
  - falling objects and gear
  - abrasion points
  - sharp edges or fittings and fixtures
  - ledges
  - slippery or unstable terrain
  - tangled rope.

Assessment Conditions

Skills may be demonstrated on indoor or outdoor single pitches and on either natural or artificial surfaces or a combination of both. Artificial surfaces can be fixed or portable structures.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment

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- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during abseiling activities
- activity leaders, guides or instructors, who supervise the candidate
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required
- anchors which can include:
  - fixed artificial, naturally occurring or artificial removable anchors for natural surface abseils
  - established anchors for an artificial structure
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for abseiling activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling leader, guide or instructor; the three years' experience can incorporate full and or part time experience.

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SISOABS002 Abseil single pitches, artificial surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to abseil single pitches on artificial surfaces which can be fixed or portable structures found in indoor or outdoor environments. It also requires the ability to belay abseilers and to self-belay.

It applies to leaders, guides or instructors who use these when skills leading participants during abseiling activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the abseil.	1.1. Select clothing, footwear and personal protective equipment suitable for the abseil and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between abseiler and belayer. 1.4. Interpret route description; identify position of artificial features and the abseil route. 1.5. Attach descending device to abseil rope and tie knots suitable for the established belay system. 1.6. Complete equipment safety checks prior to abseiling or belaying.
2. Abseil using single pitch descent techniques.	2.1. Use safety procedures at top of and throughout descent to minimise risk to self and others present. 2.2. Use appropriate posture and abseiling techniques to execute descents. 2.3. Safely approach, avoid or negotiate hazards to descend in a controlled manner. 2.4. Maintain effective communication with belayer throughout descent. 2.5. Use techniques that minimise damage to equipment and the surface during abseil.
3. Belay abseilers during single pitch descents.	3.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 3.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 3.3. Maintain rope tension to minimise fall distance and ensure abseiler movement is not unduly restricted. 3.4. Monitor abseiler progress constantly, and maintain clear communication with abseiler. 3.5. Arrest falls promptly using technique suitable to belaying device and situation. 3.6. Safely and efficiently secure abseiler using tie off techniques; release tie off and allow abseiler to continue.
4. Self-belay during single pitch descents.	4.1. Attach self to suitable belay device for descent with back up to maintain safety in the event of a fall. 4.2. Use appropriate posture and abseiling techniques to execute self-belayed descents. 4.3. Control self-belay system to execute safe and controlled descents. 4.4. Utilise features of back up belay system in the event of a fall to self-arrest, self-rescue and complete descent.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for abseiling and belaying.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOABS002 Abseil single pitches, artificial surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete the following single pitch abseils on artificial pitches:
  - four descents with a belayer
  - two self-belayed descents
- during each of the above abseils, consistently:
  - follow safety procedures and safely negotiate hazards to descend in a controlled manner
  - connect self to abseil and belay system using appropriate device and or knots
- complete two additional self-belayed descents, simulating a self-arrest and self-rescue to complete the descent
- belay abseilers according to safety procedures, and complete the following:
  - three top rope, top belayed descents
  - one bottom braked descent
  - two simulated abseiler falls, and safely and efficiently secure and release abseilers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for abseiling activities
- purpose, features, and correct fit for safety, of personal protective equipment for abseiling on artificial surfaces to include:
  - clothing
  - footwear
  - gloves, advantages and disadvantages
  - abseiling/climbing helmets
  - harnesses of different types, advantages and disadvantages
- features, functions and operation of abseiling equipment used on artificial surfaces:
  - carabiners
  - static and dynamic rope and when each might be used

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    - tape
    - sewn sling
    - Prusik cord
    - descending devices:
        - assisted locking
        - inline
        - plate
        - figure 8
        - tubular
        - improvised
    - belay systems:
        - top rope top belay
        - bottom brake
        - self-belay
    - belay devices:
        - assisted locking
        - inline
        - plate
        - figure 8
        - tubular
        - improvised
- types of equipment and knots used, and how to tie them, when:
    - attaching descending devices to abseil ropes
    - attaching belay system to anchors
    - attaching self to back up belay system for self-belays
    - attaching self to anchor
- types of personal and equipment safety checks completed prior to abseiling and belaying
- abseiling techniques and appropriate posture for descents on artificial surfaces to include those for:
    - walking backwards
    - self-belayed descents
- techniques for belaying others during abseils on artificial surfaces to include those for:
    - establishing belaying position for effective and safe use of belay system
    - rope handling and maintaining adequate rope tension
    - controlling bottom brake system
    - arresting abseiler falls
    - securing abseiler, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
    - minimising belayer movement to retain stable position and stance
    - minimising effects of force of abseiler fall and risk of injury to belayer

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    - minimising risks of belayer fall
- communication protocols used between abseilers and belayers to include:
    - calls
    - hand signals
    - whistles
- typical hazards for single pitch abseiling on artificial surfaces and structures, and techniques used to safely negotiate these:
    - sharp or protruding fittings and fixtures
    - surface irregularities
    - ledges
    - tangled rope
    - falling objects
- how to care for abseiling equipment during activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to artificial abseiling surfaces and structures when abseiling.

Assessment Conditions

Skills may be demonstrated in an indoor or outdoor environment where recreational single pitch abseils are completed on artificial surfaces. Artificial surfaces can be fixed or portable structures.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during abseiling activities
- personal protective equipment to include:
    - abseiling or climbing helmets
    - harnesses
    - gloves, as required
- established anchors for the artificial structure
- abseiling equipment to include:
    - carabiners
    - rope which can include static and or dynamic rope
    - rope protectors
    - tape or sewn sling

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  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for abseiling activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

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SISOABS003 Abseil single pitches, natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to abseil single pitches on natural surfaces such as cliff faces. It also requires the ability to belay abseilers and to self-belay.

It applies to leaders, guides or instructors who use these skills when leading participants during abseiling activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the abseil.	1.1. Select clothing, footwear and personal protective equipment suitable for the abseil and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between abseiler and belayer. 1.4. Interpret route description; identify position of natural features and the abseil route. 1.5. Attach descending device to abseil rope and tie knots suitable for the established belay system. 1.6. Complete equipment safety checks prior to abseiling or belaying.
2. Abseil using single pitch descent techniques.	2.1. Use safety procedures at top of and throughout descent to minimise risk to self and others present. 2.2. Use appropriate posture and abseiling techniques to execute descents. 2.3. Safely approach, avoid or negotiate hazards to descend in a controlled manner. 2.4. Maintain effective communication with belayer throughout descent. 2.5. Use techniques that minimise damage to equipment and the surface during abseil.
3. Belay abseilers during single pitch descents.	3.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 3.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 3.3. Maintain rope tension to minimise fall distance and ensure abseiler movement is not unduly restricted. 3.4. Monitor abseiler progress constantly, and maintain clear communication with abseiler. 3.5. Arrest falls promptly using technique suitable to belaying device and situation. 3.6. Safely and efficiently secure abseiler using tie off techniques; release tie off and allow abseiler to continue.
4. Self-belay during single pitch descents.	4.1. Attach self to suitable belay device for descent with back up to maintain safety in the event of a fall. 4.2. Use appropriate posture and abseiling techniques to execute self-belayed descents. 4.3. Control self-belay system to execute safe and controlled descents. 4.4. Utilise features of back up belay system in the event of a fall to self-arrest, self-rescue and complete descent.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for abseiling and belaying.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOABS003 Abseil single pitches, natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete the following single pitch abseils on at least two different natural pitches:
  - a total of four descents with a belayer
  - a total of two self-belayed descents
- during each of the above abseils, consistently:
  - follow safety procedures and safely negotiate hazards to descend in a controlled manner
  - connect self to abseil and belay system using appropriate device and or knots
- complete two additional self-belayed descents, simulating a self-arrest and self-rescue to complete the descent
- belay abseilers according to safety procedures, and complete the following:
  - three top rope, top belayed descents
  - one bottom braked descent
  - two simulated abseiler falls, and safely and efficiently secure and release abseilers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for abseiling activities
- purpose, features, and correct fit for safety, of personal protective equipment for abseiling on natural surfaces to include:
  - clothing
  - footwear
  - gloves, advantages and disadvantages
  - abseiling/climbing helmets
  - harnesses of different types, advantages and disadvantages
- features, functions and operation of abseiling equipment used on natural surfaces:
  - carabiners
  - static and dynamic rope and when each might be used

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  - tape
  - sewn sling
  - Prusik cord
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay systems:
    - top rope top belay
    - bottom brake
    - self-belay
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
- types of equipment and knots used, and how to tie them, when:
  - attaching descending devices to abseil ropes
  - attaching belay system to anchors
  - attaching self to back up belay system for self-belays
  - attaching self to anchor
- types of personal and equipment safety checks completed prior to abseiling and belaying
- abseiling techniques and appropriate posture for descents on natural surfaces to include those for:
  - walking backwards
  - self-belayed descents
- techniques for belaying others during abseils on natural surfaces to include those for:
  - establishing belaying position for effective and safe use of belay system
  - rope handling and maintaining adequate rope tension
  - controlling bottom brake system
  - arresting abseiler falls
  - securing abseiler, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
  - minimising belayer movement to retain stable position and stance
  - minimising effects of force of abseiler fall and risk of injury to belayer

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    - minimising risks of belayer fall
- communication protocols used between abseilers and belayers to include:
    - calls
    - hand signals
    - whistles
    - radio
- typical hazards for single pitch abseiling on natural surfaces, and techniques used to safely negotiate these:
    - falling rocks, water, debris, gear
    - abrasion points
    - sharp edges
    - squeezes and overhangs
    - ledges
    - traverses
    - slippery or unstable terrain
    - dense vegetation and trees
    - strong breezes
    - tangled rope
- how to care for abseiling equipment during activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to abseiling surfaces in natural environments when abseiling.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where recreational single pitch abseils are completed on natural surfaces. Pitches can feature:

- undercut edges
- low angled anchors
- vertical and near vertical surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during abseiling activities
- personal protective equipment to include:
    - abseiling or climbing helmets

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  - harnesses
  - gloves, as required
- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for abseiling activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

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SISOABS004 Abseil multi pitches, natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to abseil multi pitches on natural surfaces such as cliff face and cave pitches. It also requires the ability to belay abseilers and to self-belay.

It applies to leaders, guides or instructors who use these skills when leading participants during abseiling activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the abseil.	1.1. Select clothing, footwear and personal protective equipment suitable for the abseil and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between abseiler and belayer. 1.4. Interpret route description; identify position of natural features and the abseil route. 1.5. Attach descending device to abseil rope and tie knots suitable for the established belay system. 1.6. Complete equipment safety checks prior to abseiling or belaying.
2. Abseil using multi pitch descent techniques.	2.1. Use safety procedures at top of and throughout all descents to minimise risk to self and others present. 2.2. Use appropriate posture and abseiling techniques to execute descents to each station. 2.3. Safely approach, avoid or negotiate hazards to descend to stations in a controlled manner. 2.4. Maintain effective communication with belayer throughout all descents. 2.5. Retrieve ropes at bottom of each pitch, as last person down. 2.6. Use techniques that minimise damage to equipment and the surface during abseil.
3. Change over safely at belay stations.	3.1. Maintain continuous attachment to anchor points, traverse line or belay system. 3.2. Changeover personal equipment from one rope system to another at belay stations, tie suitable knots and handle ropes without entanglement. 3.3. Complete safety checks prior to loading belay system and before completing subsequent descents.
4. Belay abseilers during multi pitch descents.	4.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 4.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 4.3. Maintain rope tension to minimise fall distance and ensure abseiler movement is not unduly restricted. 4.4. Monitor abseiler progress constantly, and maintain clear communication with abseiler. 4.5. Arrest falls promptly using technique suitable to belaying device and situation. 4.6. Safely and efficiently secure abseiler using tie off techniques; release tie off and allow abseiler to continue.

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5. Self-belay during multi pitch descents.	5.1. Attach self to suitable belay device for descent with back up to maintain safety in the event of a fall. 5.2. Use appropriate posture and abseiling techniques to execute self-belayed descents. 5.3. Control self-belay system to execute safe and controlled descents. 5.4. Utilise features of back up belay system in the event of a fall to self-arrest, self-rescue and complete descent.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for abseiling and belaying.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOABS004 Abseil multi pitches, natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete the following multi pitch abseils on at least two different routes:
  - a total of four descents with a belayer
  - a total of three self-belayed descents with one of those descents as last person down using a doubled rope descent
- during each of the above abseils, consistently:
  - follow safety procedures and safely negotiate hazards to descend in a controlled manner
  - connect self to abseil and belay system using appropriate device and or knots
- complete two additional self-belayed descents, simulating a self-arrest and self-rescue to complete the descent
- belay abseilers according to safety procedures, and complete the following:
  - three top rope, top belayed descents
  - one bottom braked descent
  - two simulated abseiler falls, and safely and efficiently secure and release abseilers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for abseiling activities
- purpose, features, and correct fit for safety, of personal protective equipment for abseiling on natural surfaces to include:
  - clothing
  - footwear
  - gloves, advantages and disadvantages
  - abseiling/climbing helmets
  - harnesses of different types, advantages and disadvantages
- features, functions and operation of abseiling equipment used on natural surfaces:
  - carabiners

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  - static and dynamic rope and when each might be used
  - tape
  - sewn sling
  - personal attachment systems, including cow's tails
  - Prusik cord
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay systems:
    - top rope top belay
    - bottom brake
    - self-belay
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
- types of equipment and knots used, and how to tie them, when:
  - attaching descending devices to abseil ropes
  - attaching belay system to anchors
  - attaching self to back up belay system for self-belays
  - attaching self to anchor
- types of personal and equipment safety checks completed prior to abseiling and belaying
- abseiling techniques and appropriate posture for multi pitch descents on natural surfaces to include those for:
  - walking backwards
  - self-belayed descents
  - changing over at re-belays and using personal attachment system
  - self-belayed descent as last person down, doubled rope
- techniques for belaying others during abseils on natural surfaces to include those for:
  - establishing belaying position for effective and safe use of belay system
  - rope handling and maintaining adequate rope tension
  - controlling bottom brake system
  - arresting abseiler falls

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    - securing abseiler, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
    - minimising belayer movement to retain stable position and stance
    - minimising effects of force of abseiler fall and risk of injury to belayer
    - minimising risks of belayer fall
- communication protocols used between abseilers and belayers to include:
    - calls
    - hand signals
    - whistles
    - radio
- typical hazards for multi pitch abseiling on natural surfaces, and techniques used to safely negotiate these:
    - falling rocks, water, debris, gear
    - abrasion points
    - sharp edges
    - squeezes and overhangs
    - ledges
    - traverses
    - slippery or unstable terrain
    - dense vegetation and trees
    - strong breezes
    - tangled rope
    - rope catches or jams on natural features
    - abseiling past a belay station
    - limited space at belay station
    - uneven landing at belay station
- how to care for abseiling equipment during activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to abseiling surfaces in natural environments when abseiling.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where recreational multi pitch abseils are completed on natural surfaces which might include cliff face or cave pitches. Pitches can feature:

- undercut edges
- low anchors at start
- vertical and near vertical surfaces.

The following resources must be available to replicate industry conditions of operation:

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- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during abseiling activities
- personal protective equipment to include:
  - abseiling, climbing or caving helmets
  - harnesses
  - gloves, as required
- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - personal attachment systems, including cow's tails
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for abseiling activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOABS005 Establish ropes for single pitch abseiling on artificial surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems and ropes suitable for single pitch recreational abseils on artificial surfaces. It requires the ability to select the abseil route and to select and utilise fixed anchors. Artificial surfaces can be fixed or portable structures and rigging can be for indoor or outdoor environments.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select route and equipment suitable for the abseil.	1.1. Identify safe access to and egress from the pitch. 1.2. Determine descent and ascent route appropriate for conditions. 1.3. Select an abseiling and belay system suitable for the abseil, conditions and participant. 1.4. Choose a belay device suitable for the artificial surface conditions and belayer. 1.5. Select other equipment to suit abseil requirements and participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up belay system for artificial surface abseils.	2.1. Select anchors and assess condition, including performance under likely load. 2.2. Set up belay systems using existing fixed anchors. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system 2.5. Establish a belay that maintains safety of belayer and abseiler. 2.6. Position top rope or bottom brake belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Complete safety checks according to organisational procedures.
3. Rig rope pitches for artificial surface abseils.	3.1. Rig ropes to minimise effects of rope stretch and rub points and to allow efficient ascent and descent. 3.2. Set up anchors and ropes to allow for a rescue. 3.3. Select and tie knots suitable for system type established. 3.4. Minimise risk of cross loading and mis-alignment of carabiners. 3.5. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly. 3.6. Complete safety checks according to organisational procedures.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational procedures for completing safety checks.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• calculate loads for anchors and ropes under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.
Planning and organising skills to:	• follow a logical equipment selection, rigging and checking process.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOABS005 Establish ropes for single pitch abseiling on artificial surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems and ropes suitable for single pitch abseils on artificial surfaces for three different pitches
- collectively set up the following types of systems:
  - single rope
  - releasable abseil line
  - top rope top belay
  - bottom brake belay
  - self-belay
- collectively select and use at least three different types of anchors
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of descent and ascent routes for artificial surfaces:
  - season of operation, weather and environmental conditions for outdoor abseils
  - participant characteristics including age, size, weight, fitness and abseiling skill level
  - group objectives and size
- hazards specific to abseiling on artificial surfaces and how these affect:
  - safe access to and egress from the pitch
  - choice of descent and ascent routes for safety of abseiler
  - positioning of top or bottom belay systems for safety of belayer
- features, functions, advantages and disadvantages of different types of anchors applicable to fixed or portable artificial abseiling structures:
  - bolts

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  - chains
  - bollards
  - eyelets
  - U bolts
  - beams
  - poles
  - wire cables
  - single point anchors, multi-point anchors, angles and limiting knots
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
  - wear and abrasion due to age and use
  - corrosion
  - decay
  - dislodgment
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
  - equalisation of load
  - single point of failure
  - anchor redundancy
  - angle of separation
  - shock loading
  - cross loading and cyclical loading of carabiners
  - mis-alignment of carabiners
- types of forces (upwards, downwards) generated during abseiling and belaying, and how to calculate load on anchors and ropes for these circumstances:
  - top rope top belay
  - bottom brake belay
  - self-belay
  - abseiler descending under control
  - abseiler fall
  - belayer arresting falls
- the effects of rope stretch during operations and implications if not minimised:
  - abrasions
  - rope bounce
  - undue stress on the anchor system
  - potential for abseiler to impact with hazards, or become entangled
- features, functions, advantages and disadvantages of the following abseiling and belay equipment used on artificial surfaces:
  - abseiling and belay systems for:
    - single rope

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    - releasable abseil line
    - top rope top belay
    - bottom brake belay
    - self-belay
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - carabiners
  - harnesses of different types
  - static and dynamic rope and when each might be used
  - rope protectors
  - tape
  - sewn sling
  - Prusik cord
- how the following factors affect the selection and rigging of above equipment:
  - site characteristics including position of rub points
  - weather and environmental conditions for outdoor abseils on artificial surfaces
  - participant size, weight, and abseiling ability
  - cumulative load for group size and number of abseils
  - abseiling techniques to be used
  - distance, height and angle of anchor relative to top edge of abseil
- manufacturers' specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
  - rigging belays for performance of rescues
  - attaching to anchor or self belay safety system
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight

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  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- types of safety checks completed for rigging of equipment
- how to care for abseiling equipment when rigging to avoid damage, and promote long lifespan.

Assessment Conditions

Skills may be demonstrated in an indoor or outdoor environment where rigging is completed for recreational single pitch abseils on artificial surfaces. These can include fixed or portable structures.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required
- established anchors for the artificial structure
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as an abseiling activity leader or rigger, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

Links

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SISOABS006 Establish ropes for single pitch abseiling on natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems and ropes suitable for single pitch recreational abseils on natural surfaces, such as cliff faces, and according to current conditions. It requires the ability to select the abseil route and to select and utilise fixed artificial, naturally occurring or artificial removable anchors.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select route and equipment suitable for the abseil.	1.1. Identify safe access to and egress from the pitch. 1.2. Determine descent and ascent route appropriate for conditions. 1.3. Select an abseiling and belay system suitable for the abseil, environmental conditions and participant. 1.4. Choose a belay device suitable for the natural surface conditions and belayer. 1.5. Select other equipment to suit abseil requirements and participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up belay system for natural surface abseils.	2.1. Select anchors and assess condition, including performance under likely load and stability of surroundings. 2.2. Rig or establish multiple anchors, ensuring equalisation and minimise potential for shock loading. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system. 2.5. Establish a belay that maintains safety of belayer and abseiler. 2.6. Position top rope or bottom brake belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Complete safety checks according to organisational procedures.
3. Rig rope pitches for natural surface abseils.	3.1. Rig ropes to minimise effects of rope stretch and rub points and to allow efficient descent and ascent. 3.2. Set up anchors and ropes to allow for a rescue. 3.3. Select and tie knots suitable for system type established. 3.4. Minimise risk of cross loading and mis-alignment of carabiners. 3.5. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly. 3.6. Rig to minimise impact on the natural environment. 3.7. Complete safety checks according to organisational

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procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational procedures for completing safety checks.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• calculate loads for anchors and ropes under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.
Planning and organising skills to:	• follow a logical equipment selection, rigging and checking process.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOABS006 Establish ropes for single pitch abseiling on natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems and ropes suitable for single pitch abseils at three different natural pitches
- collectively set up the following types of systems:
  - single rope
  - releasable abseil line
  - rope systems suitable for single rope techniques
  - top rope top belay
  - bottom brake belay
  - self-belay
- collectively select and use these different types of anchors:
  - fixed artificial
  - naturally occurring
  - artificial removable
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of descent and ascent routes for natural surfaces including:
  - season of operation, weather and environmental conditions
  - participant characteristics including age, size, weight, fitness and abseiling skill level
  - group objectives and size
- environmental hazards specific to abseiling on natural surfaces and how these affect:
  - safe access to and egress from the pitch
  - choice of descent and ascent routes for safety of abseiler

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    - positioning of top or bottom belay systems for safety of belayer
- features, functions, advantages and disadvantages of different types of anchors used for abseiling on natural surfaces including:
    - fixed artificial:
        - threads
        - bolts
        - chains
        - concrete bollards
    - naturally occurring:
        - trees
        - boulders
    - artificial removable:
        - spring loaded camming devices
        - nuts, wires and hexes
        - pitons
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
    - wear and abrasion due to age and use
    - corrosion
    - decay
    - dislodgment
    - underlying stability of structural features and presence of:
        - cracks
        - deformities
        - fissures
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
    - equalisation of load
    - single point of failure
    - anchor redundancy
    - angle of separation
    - shock loading
    - cross loading and cyclical loading of carabiners
    - mis-alignment of carabiners
    - closing the system, including advantages, disadvantages and methods used
- types of forces (upwards, downwards) generated during abseiling and belaying, and how to calculate load on anchors and ropes for these circumstances:
    - top rope top belay
    - bottom brake belay
    - self-belay

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- abseiler descending under control
- abseiler fall
- belayer arresting falls

- the effects of rope stretch during operations and implications if not minimised:
  - abrasions
  - rope bounce
  - undue stress on the anchor system
  - potential for abseiler to impact with hazards, or become entangled
- features, functions, advantages and disadvantages of the following abseiling and belay equipment used on natural surfaces:
  - abseiling and belay systems for:
    - single rope
    - releasable abseil line
    - rope systems suitable for single rope techniques
    - top rope top belay
    - bottom brake belay
    - self-belay
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - carabiners
  - harnesses of different types
  - static and dynamic rope and when each might be used
  - rope protectors
  - tape
  - sewn sling
  - Prusik cord
- how the following factors affect the selection and rigging of above equipment:
  - site characteristics including position of rub points

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  - weather and environmental conditions
  - participant size, weight, and abseiling ability
  - cumulative load for group size and number of abseils
  - abseiling techniques to be used
  - distance, height and angle of anchor relative to top edge of abseil
- manufacturers' specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
  - rigging belays for performance of rescues
  - attaching to anchor or self belay safety system
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight
  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- types of safety checks completed for rigging of equipment
- how to care for abseiling equipment when rigging to avoid damage, and promote long lifespan
- potential environmental impacts of rigging for abseils on natural surfaces including cliff faces and techniques used to minimise damage.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where rigging is completed for recreational single pitch abseils on natural surfaces. Pitches can feature:

- undercut edges
- low anchors at start
- vertical and near vertical surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses

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  - gloves, as required
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling activity leader or rigger, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

Links

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SISOABS007 Establish ropes for multi pitch abseiling on natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems and ropes suitable for multi pitch recreational abseils on natural surfaces, such as cliff face and cave pitches, and according to current conditions. It requires the ability to select the abseil route and to select and utilise fixed artificial, naturally occurring or artificial removable anchors.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select route and equipment suitable for the abseil.	1.1. Identify safe access to and egress from the pitch. 1.2. Determine descent and ascent route appropriate for conditions. 1.3. Select an abseiling and belay system suitable for the abseil, environmental conditions and participant. 1.4. Choose a belay device suitable for the natural surface conditions and belayer. 1.5. Select other equipment to suit abseil requirements and participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up belay system for natural surface abseils.	2.1. Select anchors and assess condition, including performance under likely load and stability of surroundings. 2.2. Rig or establish multiple anchors, ensuring equalisation and minimise potential for shock loading. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system. 2.5. Establish a belay that maintains safety of belayer and abseiler. 2.6. Position top rope or bottom brake belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Complete safety checks according to organisational procedures.
3. Rig rope pitches for natural surface abseils.	3.1. Rig ropes to minimise effects of rope stretch and rub points and to allow efficient descent and ascent. 3.2. Rig retrievable abseil systems suitable for the top rope or bottom brake belay requirements. 3.3. Set up anchors and ropes to allow for a rescue. 3.4. Select and tie knots suitable for system type established. 3.5. Minimise risk of cross loading and mis-alignment of carabiners. 3.6. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly.

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3.7. Rig to minimise impact on the natural environment.
3.8. Complete safety checks according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational procedures for completing safety checks.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• calculate loads for anchors and under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.
Planning and organising skills to:	• follow a logical equipment selection, rigging and checking process.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOABS007 Establish ropes for multi pitch abseiling on natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems and ropes suitable for multi pitch abseils at three different natural pitches
- collectively set up the following types of systems:
  - doubled rope technique
  - single rope
  - releasable abseil line
  - rope systems suitable for single rope techniques
  - retrievable rope systems for:
    - top rope top belay
    - bottom brake belay
    - self-belay
- collectively select and use these different types of anchors:
  - fixed artificial
  - naturally occurring
  - artificial removable
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of descent and ascent routes for natural surfaces
  - season of operation, weather and environmental conditions
  - participant characteristics including age, size, weight, fitness and abseiling skill level
  - group objectives and size
- environmental hazards specific to abseiling on natural surfaces and how these affect:

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  - safe access to and egress from the pitch
  - choice of descent and ascent routes for safety of abseiler
  - positioning of top or bottom belay systems for safety of belayer
- features, functions, advantages and disadvantages of different types of anchors used for abseiling on natural surfaces:
  - fixed artificial:
    - threads
    - bolts
    - chains
    - concrete bollards
  - naturally occurring:
    - trees
    - boulders
  - artificial removable:
    - spring loaded camming devices
    - nuts, wires and hexes
    - pitons
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
  - wear and abrasion due to age and use
  - corrosion
  - decay
  - dislodgment
  - underlying stability of structural features and presence of:
    - cracks
    - deformities
    - fissures
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
  - equalisation of load
  - single point of failure
  - anchor redundancy
  - angle of separation
  - shock loading
  - cross loading and cyclical loading of carabiners
  - mis-alignment of carabiners
  - closing the system, including advantages, disadvantages and methods used
- types of forces (upwards, downwards) generated during abseiling and belaying, and how to calculate load on anchors and ropes for these circumstances:
  - top rope top belay

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  - bottom brake belay
  - self-belay
  - abseiler descending under control
  - abseiler fall
  - belayer arresting falls
- the effects of rope stretch during operations and implications if not minimised:
  - abrasions
  - rope bounce
  - undue stress on the anchor system
  - potential for abseiler to impact with hazards, or become entangled
- features, functions, advantages and disadvantages of the following abseiling and belay equipment used on natural surfaces:
  - abseiling and belay systems for:
    - doubled rope technique
    - single rope
    - releasable abseil line
    - rope systems suitable for single rope techniques
    - top rope top belay
    - bottom brake belay
    - self-belay
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - carabiners
  - harnesses of different types
  - static and dynamic rope and when each might be used
  - rope protectors
  - tape
  - sewn sling

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  - personal attachment systems, including cow's tails
  - Prusik cord
- how the following factors affect the selection and rigging of above equipment:
  - site characteristics including position of rub points
  - weather and environmental conditions
  - participant size, weight, and abseiling ability
  - cumulative load for group size and number of abseils
  - abseiling techniques to be used
  - distance, height and angle of anchor relative to top edge of abseil
- manufacturers' specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
  - rigging belays for performance of rescues
  - attaching to anchor or self belay safety system
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight
  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- types of safety checks completed for rigging of equipment
- how to care for abseiling equipment when rigging to avoid damage, and promote long lifespan
- potential environmental impacts of rigging for abseils on natural surfaces and techniques used to minimise damage.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where rigging is completed for recreational multi pitch abseils on natural surfaces which might include cliff face or cave pitches. Pitches can feature:

- undercut edges
- low anchors at start
- vertical and near vertical surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

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Assessment must ensure use of:

- personal protective equipment to include:
  - abseiling, climbing or caving helmets
  - harnesses
  - gloves, as required
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - personal attachment systems, including cow's tails
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling activity leader or rigger, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

Links

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SISOABS008 Lead single pitch abseiling activities on artificial surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during single pitch abseil activities on artificial surfaces according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct single pitch abseiling and belaying techniques for artificial surfaces. To do this, leaders must be proficient in single pitch abseiling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate single pitch abseiling and belaying techniques for artificial surfaces.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise single pitch abseiling activities on artificial	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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surfaces.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during single pitch abseiling activities on artificial surfaces.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOABS008 Lead single pitch abseiling activities on artificial surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three single pitch abseiling sessions, for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for abseiling activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to single pitch abseiling activities on artificial surfaces:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - incidents that can occur during abseils, and rescue techniques used to resolve, both direct and indirect techniques
  - designated on rope and off rope and waiting zones.

Assessment Conditions

Skills may be demonstrated in an indoor or outdoor environment where recreational single pitch abseils are completed on artificial surfaces. Artificial surfaces can be fixed or portable structures.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required

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- established anchors for the artificial structure
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for abseiling activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

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SISOABS009 Lead single pitch abseiling activities on natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during single pitch abseiling activities on natural surfaces according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct single pitch abseiling and belaying techniques for natural surfaces. To do this, leaders must be proficient in single pitch abseiling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate single pitch abseiling and belaying techniques for natural surfaces.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise single pitch abseiling activities on natural	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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surfaces.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during single pitch abseiling activities on natural surfaces.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOABS009 Lead single pitch abseiling activities on natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three single pitch abseiling sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for abseiling activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to single pitch abseiling activities on natural surfaces:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - designated on rope and off rope and waiting zones.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where recreational single pitch abseils are completed on natural surfaces. Pitches can feature:

- undercut edges
- low angled anchors
- vertical and near vertical surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required

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- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for abseiling activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

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SISOABS010 Lead multi pitch abseiling activities on natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during multipitch abseil activities on natural surfaces according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct multipitch abseiling and belaying techniques for natural surfaces. To do this, leaders must be proficient in multipitch abseiling skills on which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Abseiling

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate multipitch abseiling and belaying techniques for natural surfaces.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise multi pitch abseiling activities on natural	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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surfaces.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during multi pitch abseiling activities on natural surfaces.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOABS010 Lead multi pitch abseiling activities on natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three multi pitch abseiling sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for abseiling activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to multi pitch abseiling activities on natural surfaces:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - designated on rope and off rope and waiting zones.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where recreational multi pitch abseils are completed on natural surfaces which might include cliff face or cave pitches. Pitches can feature:

- undercut edges
- low anchors at start
- vertical and near vertical surfaces

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses

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    - gloves, as required
- anchors which can include:
    - fixed artificial
    - naturally occurring
    - artificial removable
- abseiling equipment to include:
    - carabiners
    - rope which can include static and or dynamic rope
    - rope protectors
    - tape or sewn sling
    - personal attachment systems, including cow's tails
    - Prusik cords
    - descending devices
    - belay devices
- activity plans
- template:
    - safety checklists
    - participant informed consents
    - equipment fault reports
    - incident reports
- organisational safety, emergency response and first aid procedures for abseiling activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an abseiling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOARC001 Lead archery sessions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise participants during recreational target archery sessions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

This unit applies to any type of organisation that delivers recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently in the field using discretion and judgement to manage operational logistics, risk and routine problems within predetermined guidelines. Complex issues and problems would be referred to others for assistance, direction or resolution.

Leaders might also be involved in providing adventure based learning outcomes, the skills for which are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Archery

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate archery technique.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain appropriate stance and techniques for shooting arrows and the removal of arrows from the ground and target. 2.6. Engage participants in a sequence of activities to warm up and practice archery technique. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise archery activities.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Provide clear and accurate instructions and or demonstrations throughout the session. 3.3. Monitor participant performance and provide directions, encouragement and corrective instruction to improve

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	techniques. 3.4. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.5. Implement required modifications to activity to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during archery activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults, and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.

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Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Numeracy skills to:	• complete basic cumulative additions to calculate scores.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOARC001 Lead archery sessions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three recreational archery sessions for a group of participants according to predetermined activity plans
- during each session, consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for archery activity sessions
- suitable clothing and footwear for archery sessions
- purpose, features, and correct fit for safety, of personal protective equipment for archery participants to include:
  - eye protection
  - armguards
  - finger tabs
  - shooting gloves
- features, functions and operation of equipment used for target archery, advantages and disadvantages of different types:
  - bows
  - strings

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  - arrows
  - quivers
  - stands
  - targets
- how characteristics of participants affect the selection of archery equipment, including personal protective equipment:
  - age, size and weight
  - current experience archery and skill level
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
- features of different types or archery ranges, and how these are laid out and marked for safety of play
- typical hazards and associated risks for archery, and techniques used to safely manage these:
  - poor archer technique including high draw, drawing out of line and exerting draw weight beyond capability
  - archer encroaching the allocated area of another archer
  - archer encroaching safety zones
  - exposure to heavy rain, hail, lightning, strong winds, extreme heat
- roles and responsibilities of activity leaders during archery sessions
- communication protocols used between participants and leaders during archery activities to include:
  - calls
  - hand signals
  - whistles
  - radio
- appropriate stance for shooting arrows
- correct positioning of bow arm and drawing arm
- techniques for:
  - knocking the arrow
  - pre-draw and drawing the bow
  - anchor positioning
  - holding and aiming
  - releasing
  - following through
  - relaxing and recovery
  - removing arrows from the ground and the target
- different techniques used to demonstrate archery technique to participants
- appropriateness of different demonstration techniques for a range of ages and capabilities
- step by step process followed when using the I.D.E.A demonstration technique:

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    - introduce
    - demonstrate
    - explain
    - apply
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- a range of warm-up and practice exercises suitable for archery sessions
- techniques used to:
    - build group cohesion
    - motivate and encourage participants to keep them engaged and challenged
    - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation.

Assessment Conditions

Skills must be demonstrated in an indoor venue or outdoor area with a safe and even surface, marked shooting lines and designated target lanes.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
    - activity modifications for prevailing conditions and participant needs
    - arising safety risks
    - emergency situations
    - equipment faults
- personal protective equipment to include:
    - eye protection
    - armguards
    - finger tabs
    - shooting gloves
- archery equipment:
    - bows
    - strings

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  - arrows
  - quivers
  - stands
  - targets
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for archery activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an archery activities leader where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOBWG001 Bushwalk in tracked environments

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to complete walks in any type of environment including bushland, arid, alpine or tropical areas and according to planned routes.

The unit provides skills to walk on formed earthen tracks which generally have modified hardened or compacted surfaces. Some surfaces could be unstable with some natural obstacles such as roots, rocks and small logs. Steps and short steep slopes may be featured.

Tracks have signage at the track head, with route markers at intersections and where the track becomes less distinct. Tracks are reliably marked on maps and, along with signage, walkers do not require any specialist navigation skills to complete the track. Tracks could be graded according to the Australian Walking Track Grading System and might include features of grades 2 to 3.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders, guides or instructors who use these skills when leading participants during bushwalking activities. Leadership skills are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Bushwalking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the walk.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the walk and conditions, and check for safe working condition. 1.2. Calculate and prepare food and water appropriate for the distance and environment of the trip. 1.3. Waterproof and pack clothing, personal resources, and food according to access requirements during walk. 1.4. Interpret planned route from activity plans, maps and track head signage to assist in following the route. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between walkers. 1.7. Ensure pack weight is appropriate to body weight and level of fitness; fit and adjust for comfort and safety.
2. Walk in tracked environments.	2.1. Use appropriate posture and manual handling techniques when lifting and carrying backpack. 2.2. Establish and maintain an appropriate walking rhythm and pace according to conditions. 2.3. Use walking techniques specific to the environmental terrain. 2.4. Monitor walking pace of, and space between, party members to ensure safety of all, and completion within timelines. 2.5. Maintain effective communication with party members throughout all activities. 2.6. Follow the planned route and make adjustments to route according to track and environmental conditions. 2.7. Use techniques that minimise damage to equipment and the natural environment throughout all activities.
3. Negotiate environmental obstacles, steps and slopes.	3.1. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 3.2. Control footing to walk safely on stretches of unstable track surface.

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3.3. Utilise techniques and control pace to ascend and descend steps and short steep slopes.

3.4. Monitor own fatigue, adjust pace, food and water intake, and take breaks while maintaining contact with party members.

3.5. Monitor and regulate own body temperature by adding or removing clothing layers.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps and track signage • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and slope gradients from maps and track signage.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOBWG001 Bushwalk in tracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three walks, each on a different track
- for one of the above activities, walk at least five kilometres
- during each walk:
  - maintain an effective walking rhythm by:
    - maintaining same stride and pace
    - allowing natural body swing
    - avoiding jerky movements or springing
  - use techniques to ascend steps and slopes:
    - placing feet down flat with a deliberate step
    - resting heels on any available projections
  - use techniques to descend steps and slopes:
    - placing toes against projections to avoid overstriding
    - avoiding placing feet down heavily
    - flat-footed or stiff-heeled technique
  - use walking techniques specific to the environmental terrain
  - consistently follow safety procedures and safely negotiate hazards.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for walking activities
- contents of the Australian Walking Track Grading System, in particular the specifications for grade 2 and 3 tracks
- suitable clothing and footwear for the particular region or locality in which outdoor recreational walks are delivered:
  - types of clothing and fabrics that protect against the effects of local weather conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear

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  - types of footwear suitable for walking in tracked environments; advantages and disadvantages of different types
  - gaiters and their purpose
  - as relevant, purpose and features of specialist aids
- purpose, features, advantages and disadvantages of walking poles
- effective design and construction features of back packs
- techniques used to effectively pack items for ease of access and maximum usage of space
- waterproofing and stowing techniques used to keep clothing, food and resources dry during walking activities
- how to care for clothing, footwear, backpacks and other equipment during and after activities to avoid damage, and promote long lifespan
- safe manual handling techniques used to lift and carry backpacks of various weights
- communication protocols for group walks in tracked environments to include:
  - calls
  - hand signals
  - whistles
  - radio
- how to maintain an effective walking rhythm:
  - maintaining same stride and pace
  - allowing natural body swing
  - avoiding jerky movements or springing
- techniques used to ascend steps and slopes:
  - placing feet down flat with a deliberate step
  - resting heels on any available projections
  - keeping weight over feet, not leaning into the slope
- techniques used to descend steps and slopes:
  - placing toes against projections to avoid overstriding
  - placing toes on available objects to reduce fatigue
  - avoiding placing feet down heavily
  - flat-footed or stiff-heeled technique
- typical hazards for walking in tracked environments, and techniques used to safely negotiate these:
  - roots
  - rocks
  - small logs
  - slippery or unstable track surface
  - overhanging vegetation
  - minor water crossings
  - hazardous flora and fauna in the region
  - temperature extremes
  - exposure to storms, heavy rain, hail and strong winds

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- techniques used to minimise damage to the natural environments when walking
- for the particular region or locality in which outdoor recreational walks are delivered which may include those for bushland, arid, alpine, tropical or other environments:
  - specific walking techniques used for the terrain
  - specific hazards and techniques used to safely negotiate these
  - specific environmental considerations and minimal impact techniques when walking.

Assessment Conditions

Skills must be demonstrated in a setting where bushwalking activities are delivered in tracked environments. Tracks must feature the following:

- be formed earthen tracks which have modified hardened or compacted surfaces
- have some surfaces which are unstable with some natural obstacles such as roots, rocks and small logs
- have steps and short steep slopes
- have signage at the track head, with route markers at intersections and en route
- be reliably marked on maps.

If in an alpine region, assessment can only be completed in weather conditions where no snow is present and visibility is clear.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during walking activities
- backpacks
- food, water for duration of assessment
- portable shelter/tarp
- clothing and footwear suitable for the conditions
- Users Guide to the Australian Walking Track Grading System
- activity plans to include details of planned route
- walking route maps and guides
- organisational safety and emergency response procedures for walking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a bushwalking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOBWG002 Bushwalk in difficult tracked environments

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to complete walks in any type of environment including bushland, arid, alpine or tropical areas and according to planned routes.

The unit provides the skills to walk on generally distinct tracks but without major modification to the ground. Surfaces are likely to be unstable with many natural obstacles such as rocky or loose tread, roots, rocks, fallen tree logs and water crossings. Long steep sections and arduous climbs may be featured.

Tracks have signage at the track head and have route markers but provide limited signage en route. Tracks may be indistinct is some places. Tracks marked on maps may be unreliable requiring walkers to use navigation skills and equipment to complete the track. Tracks could be graded according to the Australian Walking Track Grading System and might include features of grade 4.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders, guides or instructors who use these skills when leading participants during bushwalking activities. Leadership skills are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Bushwalking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the walk.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the walk and conditions, and check for safe working condition. 1.2. Calculate and prepare food and water appropriate for the distance and environment of the trip. 1.3. Waterproof and pack clothing, personal resources, and food according to access requirements during walk. 1.4. Interpret planned route from activity plans, maps and track head signage to assist with navigation. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between walkers. 1.7. Ensure pack weight is appropriate to body weight and level of fitness; fit and adjust for comfort and safety.
2. Walk in difficult tracked environments.	2.1. Use appropriate posture and manual handling techniques when lifting and carrying backpack. 2.2. Establish and maintain an appropriate walking rhythm and pace according to conditions. 2.3. Use walking techniques specific to the environmental terrain. 2.4. Monitor walking pace of, and space between, party members to ensure safety of all, and completion within timelines. 2.5. Maintain effective communication with party members throughout all activities. 2.6. Follow the planned route and make adjustments to route according to track and environmental conditions. 2.7. Use techniques that minimise damage to equipment and the natural environment throughout all activities.
3. Negotiate environmental obstacles and steep, slopes.	3.1. Safely approach, and negotiate constant obstacles and hazards to minimise risk of injury. 3.2. Control footing to walk safely on consistently uneven and unstable track surface.

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3.3. Utilise techniques and control pace to ascend and descend long steep slopes.

3.4. Monitor own fatigue, adjust pace, food and water intake and take breaks while maintaining contact with party members.

3.5. Monitor and regulate own body temperature by adding and removing clothing layers.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret potentially unfamiliar information on maps and track head signage • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and slope gradients from maps and track head signage.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOBWG002 Bushwalk in difficult tracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three walks, including at least one lasting for a minimum of two days
- during each walk:
  - maintain an effective walking rhythm by:
    - maintaining same stride and pace
    - allowing natural body swing
    - avoiding jerky movements or springing
  - use techniques to ascend steps and slopes:
    - placing feet down flat with a deliberate step
    - resting heels on any available projections
    - zig-zagging
  - use techniques to descend steps and slopes:
    - placing toes against projections to avoid overstriding
    - avoiding placing feet down heavily
    - flat-footed or stiff-heeled technique
  - use walking techniques specific to the environmental terrain
  - consistently follow safety procedures and safely negotiate hazards.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for walking activities
- contents of the Australian Walking Track Grading System, in particular the specifications for grade 4 tracks
- suitable clothing and footwear for the particular region or locality in which outdoor recreational walks are delivered:
  - types of clothing and fabrics that protect against the effects of local weather conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective fabrics/materials, design and construction features of waterproof gear

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  - footwear suitable for walking in difficult tracked environments; advantages and disadvantages of different types
  - gaiters and their purpose
  - as relevant, purpose and features of specialist aids
- purpose, features, advantages and disadvantages of walking poles
- effective design and construction features of back packs
- techniques used to effectively pack items for ease of access and maximum usage of space
- waterproofing and stowing techniques used to keep clothing, food and resources dry during walking activities
- how to care for clothing, footwear, backpacks and other equipment during and after activities to avoid damage, and promote long lifespan
- safe manual handling techniques used to lift and carry backpacks of various weights
- communication protocols for group walks in difficult tracked environments to include:
  - calls
  - hand signals
  - whistles
  - radio
- how to maintain an effective walking rhythm:
  - maintaining same stride and pace
  - allowing natural body swing
  - avoiding jerky movements or springing
- techniques used to ascend long steep slopes:
  - placing feet down flat with a deliberate step
  - resting heels on any available projections
  - zig-zagging
  - keeping weight over feet, not leaning into slope
- techniques used to descend long steep slopes:
  - placing toes against projections to avoid overstriding and fatigue
  - avoiding placing feet down heavily
  - flat-footed or stiff-heeled technique
- typical hazards for walking in difficult tracked environments, and techniques used to safely negotiate these:
  - roots
  - rocks
  - fallen tree logs
  - unstable track surface: slippery, rocky or loose tread
  - dense and overhanging vegetation
  - water crossings
  - hazardous flora and fauna
  - temperature extremes
  - exposure to storms, heavy rain, hail and strong winds

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- techniques used to minimise damage to the natural environments when walking
- for the particular region or locality in which outdoor recreational walks are delivered which may include those for bushland, arid, alpine, tropical or other environments:
  - specific walking techniques used for the terrain
  - specific hazards and techniques used to safely negotiate these
  - specific environmental considerations and minimal impact techniques when walking.

Assessment Conditions

Skills must be demonstrated in a setting where bushwalking activities are delivered in difficult tracked environments. Tracks must feature the following:

- be generally distinct tracks but without major modification to the ground; some parts of the track can be indistinct
- have surfaces that are generally unstable with many natural obstacles such as rocky or loose tread, roots, rocks and fallen tree logs
- have steep sections and arduous climbs
- have signage at the track head, with route markers but limited signage en route
- be marked on maps.

If in an alpine region and snow is present, assessment can only be completed if the track remains discernible.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during walking activities
- backpacks
- food, water, tents, camping supplies as required for the duration of assessment
- clothing and footwear suitable for the conditions
- compasses
- Users Guide to the Australian Walking Track Grading System
- activity plans to include details of planned route
- walking route maps and guides
- organisational safety and emergency response procedures for walking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a bushwalking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOBWG003 Bushwalk in extremely difficult tracked and untracked environments

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to complete walks in any type of environment including bushland, arid, alpine or tropical areas and according to planned routes.

The unit provides the skills to walk in untracked areas and on rough unformed tracks with no modification to the natural surface. Surfaces will be variable and challenging with prolonged unstable sections. Tracks and untracked areas will feature constant and unpredictable natural obstacles such as rocky or loose tread, roots, rocks, fallen tree logs, dense vegetation and water crossings. Long steep sections and very arduous climbs may be featured.

Tracks and untracked areas generally have no signage or route markers at any point. Tracks marked on maps may be very unreliable requiring walkers to use navigation skills and equipment to complete the walk. Tracks could be graded according to the Australian Walking Track Grading System and might include features of grade 5.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders, guides or instructors who use these skills when leading participants during bushwalking activities. Leadership skills are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Bushwalking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the walk.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the walk and conditions, and check for safe working condition. 1.2. Calculate and prepare food and water appropriate for the distance and environment of the trip. 1.3. Waterproof and pack clothing, personal resources, and food according to access requirements during walk. 1.4. Interpret planned route from activity plans and maps to assist with navigation, and confirm contingency routes and emergency escapes. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between walkers. 1.7. Ensure pack weight is appropriate to body weight and level of fitness; fit and adjust for comfort and safety.
2. Walk in extremely difficult tracked or untracked environments.	2.1. Use appropriate posture and manual handling techniques when lifting and carrying backpack. 2.2. Establish and maintain an appropriate walking rhythm and pace according to conditions. 2.3. Use walking techniques specific to the environmental terrain. 2.4. Monitor walking pace of, and space between, party members to ensure safety of all, and completion within timelines. 2.5. Maintain effective communication with party members throughout all activities. 2.6. Follow the planned route and make required adjustments to route according to track or environmental conditions. 2.7. Use techniques that minimise damage to equipment and the natural environment throughout all activities.
3. Negotiate environmental	3.1. Safely approach, and negotiate constant and unpredictable obstacles and hazards to minimise risk of

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obstacles and arduous climbs.	injury. 3.2. Control footing to walk safely on prolonged sections of uneven and unstable surface. 3.3. Utilise techniques and control pace to ascend and descend prolonged steep slopes. 3.4. Set up and use a handline to negotiate steep slopes. 3.5. Manage movement of equipment using pack hauls, raises and lowers. 3.6. Monitor own fatigue, adjust pace, food and water intake and take breaks while maintaining contact with party members. 3.7. Monitor and regulate own body temperature by adding of removing clothing layers.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret maps and other information to calculate numerical data involving distances, times and slope gradients.
Problem-solving skills to:	• resolve significant problems associated with indistinct tracks and environmental conditions adjustments, constant hazards, and fatigue.
Planning and organising skills to:	• manage own timing and plan route adjustments in the field to complete activities within planned timeframes.
Self-management skills to:	• critically evaluate all circumstances encountered and take responsibility to manage own safety.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOBWG003 Bushwalk in extremely difficult tracked and untracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three walks, including one lasting for a minimum of three days
- during each walk:
  - maintain an effective walking rhythm by:
    - maintaining same stride and pace
    - allowing natural body swing
    - avoiding jerky movements or springing
  - use techniques to ascend steps and slopes:
    - placing feet down flat with a deliberate step
    - resting heels on any available projections
    - zig-zagging
    - using walking aids and ropes as handlines
  - use techniques to descend steps and slopes:
    - placing toes against projections to avoid overstriding
    - avoiding placing feet down heavily
    - flat-footed or stiff-heeled technique
    - using walking aids and ropes as handlines
  - use walking techniques specific to the environmental terrain
  - consistently follow safety procedures and safely negotiate hazards.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for walking activities
- contents of the Australian Walking Track Grading System, in particular the specifications for grade 5 tracks
- suitable clothing and footwear for the particular region or locality in which outdoor recreational walks are delivered:
  - types of clothing and fabrics that protect against the effects of local weather conditions including sun, temperatures, winds, and precipitation of different levels and extremes

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  - reasons for layering clothes
  - effective fabrics/materials, design and construction features of waterproof gear and walking boots suitable for walking in extremely difficult tracked environments
  - gaiters and their purpose
  - as relevant, purpose and features of specialist aids
- purpose, features, advantages and disadvantages of walking poles
- effective design and construction features of back packs
- techniques used to effectively pack items for ease of access and maximum usage of space
- waterproofing and stowing techniques used to keep clothing, food and resources dry during walking activities
- how to care for clothing, footwear, backpacks and other equipment during and after activities to avoid damage, and promote long lifespan
- safe manual handling techniques used to:
  - lift and carry backpacks of various weights
  - haul backpacks to negotiate hazards
- communication protocols for group walks in extremely difficult tracked environments to include:
  - calls
  - hand signals
  - whistles
  - radio
- how to maintain an effective walking rhythm:
  - maintaining same stride and pace
  - allowing natural body swing
  - avoiding jerky movements or springing
- techniques used to ascend prolonged steep slopes:
  - placing feet down flat with a deliberate step
  - resting heels on any available projections
  - zig-zagging
  - keeping weight over feet, not leaning into the slope
  - using walking aids and ropes as handlines
- techniques used to descend prolonged steep slopes:
  - placing toes against projections to avoid overstriding and fatigue
  - avoiding placing feet down heavily
  - flat-footed or stiff-heeled technique
  - using walking aids and ropes as handlines
- factors that affect the selection of tie-off points and anchors for handlines, knots and how to tie them
- typical hazards for walking in extremely difficult tracked environments, and techniques used to safely negotiate these:
  - roots

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  - rocks
  - fallen tree logs
  - unstable track surface: slippery, rocky or loose tread
  - dense and overhanging vegetation
  - water crossings
  - hazardous flora and fauna
  - temperature extremes
  - exposure to storms, heavy rain, hail and strong wind
- techniques used to minimise damage to the natural environments when walking
- for the particular region or locality in which outdoor recreational walks are delivered which may include those for bushland, arid, alpine, tropical or other environments:
  - specific walking techniques used for the environmental terrain
  - specific hazards and techniques used to safely negotiate these
  - specific environmental considerations and minimal impact techniques when walking.

Assessment Conditions

Skills must be demonstrated in a setting where bushwalking activities are delivered in extremely difficult tracked or untracked environments. Tracks and environments must feature the following:

- be rough unformed tracks with no modification to the natural surface
- have surfaces that are variable and challenging with prolonged unstable sections
- have constant natural obstacles such as rocky or loose tread, roots, rocks, fallen tree logs and dense vegetation
- have steep sections and very arduous climbs
- have no signage or route markers at any point.

If in an alpine region, assessment can occur if ground is covered by snow.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during walking activities
- backpacks
- food, water, tents and camping supplies as required for the duration of assessment
- clothing and footwear suitable for the conditions
- compasses
- rope for handlines

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- Users Guide to the Australian Walking Track Grading System
- activity plans to include details of planned route
- walking route maps and guides
- organisational safety and emergency response procedures for walking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a bushwalking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOBWG004 Cross rivers during bushwalks

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select suitable locations and methods to cross rivers during bushwalking activities. It requires the ability to use a range of river crossing methods in flat and moving water up to grade 2.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders, guides or instructors who use these skills when leading participants where crossing rivers is required.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Bushwalking

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare to cross river.	1.1. Scout the river to identify features, hazards and obstacles. 1.2. Assess risk and select a safe and suitable crossing point. 1.3. Evaluate conditions and select suitable method to cross river. 1.4. Confirm organisational safety and emergency response procedures to ensure compliance during activities. 1.5. Waterproof contents of back pack.
2. Cross rivers using techniques appropriate to conditions.	2.1. Set a ferry angle to negotiate currents and enter the river safely. 2.2. Use appropriate body position and defensive swimming techniques to negotiate moving water and river hazards. 2.3. Use appropriate body position and aggressive swimming techniques to negotiate moving water and to free self from river hazards. 2.4. Maintain ferry angle to balance swimming against current. 2.5. Wade across rivers at mid-thigh depth and negotiate swift currents, when present. 2.6. Use aids to cross rivers, as appropriate to conditions. 2.7. Utilise group techniques to cross rivers, as appropriate to conditions. 2.8. Use techniques to safely negotiate upstream and downstream currents and to exit the river safely. 2.9. Recognise unsafe crossing and retreat from river as required. 2.10. Evaluate a contingency plan if river is unable to be crossed.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known to party members.

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Numeracy skills to:

- estimate speed of currents and depth of water.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOBWG004 Cross rivers during bushwalks

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three river crossings, and collectively:
  - utilise defensive and aggressive swimming techniques
  - utilise techniques to wade across a river
  - utilise poles and a backpack as aids
  - participate in one group crossing using mutual support methods
- during each crossing, consistently follow safety procedures and safely and effectively negotiate river hazards.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures
- waterproofing and stowing techniques used for river crossings
- river grading systems, sufficient to understand strength of currents, direction of flow and the impact on selection of crossing point
- features of rivers and how these affect selection of crossing point:
  - eddy
  - current
  - tongue
  - waves
  - bank
  - rocks
- different ferry angles that can be chosen to suit features of the river
- locations generally suitable for crossing rivers:
  - narrow, straight part of the river
  - low banks
  - sections less than waist deep
- hazards associated with river crossings and techniques used to safely negotiate these:
  - cold water

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    - steep or slippery banks
    - submerged logs, rocks and vegetation
    - sections of dark, deep or cold water
    - fast moving white water
    - hazardous flora and fauna
- defensive swimming techniques and when to use these during river crossings:
    - floating passively on back facing downstream
    - riding with the river current
    - pointing feet downstream, toes out of water
    - using arms and legs to avoid serious contact with obstacles
- aggressive swimming techniques and when to use these during river crossings:
    - moving on to stomach
    - pointing head in direction of travel
    - stroking hard to move across the current
    - swimming freestyle across current
- aids used in river crossings and how to use these effectively:
    - swimming using pack as a float
    - poles
    - ropes, including methods used to secure
- methods for group crossings/mutual support and how to use these effectively:
    - linked arms
    - circle
    - pole
- typical situations requiring retreat from river crossing.

Assessment Conditions

Skills must be demonstrated on moving rivers, which can include up to grade 2 rivers, and which must feature the following:

- moving water
- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- passages through rapids that are generally straightforward and can be seen from when standing on the bank.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during group river crossings
- river crossing aids to include:
    - backpacks and waterproofing aids

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  - poles
  - ropes
- organisational safety and emergency response procedures.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOBWG005 Lead bushwalks in tracked environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during bushwalking activities on well-defined tracks according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct bushwalking techniques applicable to tracked environments. To do this, leaders must be proficient in bushwalking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Bushwalking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate bushwalking techniques applicable to tracked environments	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise bushwalking activities in tracked environments.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during bushwalking activities in tracked environments.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOBWG005 Lead bushwalks in tracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three bushwalks for a group of participants according to predetermined activity plans
- across the three bushwalks, collectively use two different demonstration and instruction techniques
- during each bushwalk consistently manage participant adherence to safety procedures
- after each bushwalk, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
- determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
- respond to a total of three different immediate safety risks that have arisen during activities
- respond to a total of two emergency situations and complete two incident reports
- complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for bushwalking activities
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to bushwalking activities in tracked environments:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - typical group equipment and how this is distributed amongst participants and leaders
  - how to establish the capabilities of self, other leaders and participants to carry appropriate weight in backpack
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in a setting where bushwalking activities are delivered in tracked environments. Tracks must feature the following:

- be formed earthen tracks which have modified hardened or compacted surfaces
- have some surfaces which are unstable with some natural obstacles such as roots, rocks and small logs
- have steps and short steep slopes
- have signage at the track head, with route markers at intersections and en route
- be reliably marked on maps.

If in an alpine region, assessment can only be completed in weather conditions where no snow is present and visibility is clear.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:

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  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- backpacks
- food, water, shelter and camping equipment needed for the duration of the assessment
- clothing and footwear suitable for the conditions
- activity plans to include details of planned route
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for bushwalking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a bushwalking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOBWG006 Lead bushwalks in difficult tracked environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during bushwalking activities in difficult tracked environments according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct bushwalking techniques applicable to difficult tracked environments. To do this, leaders must be proficient in bushwalking skills in difficult tracked environment which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Bushwalking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate bushwalking techniques applicable to difficult tracked environments.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise bushwalking activities in difficult tracked environments.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during bushwalking activities in difficult tracked environments.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOBWG006 Lead bushwalks in difficult tracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three bushwalks for a group of participants according to predetermined activity plans
- across the three bushwalks, collectively use two different demonstration and instruction techniques
- during each bushwalk consistently manage participant adherence to safety procedures
- after each bushwalk, facilitate a debrief with participant and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for bushwalking activities
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to bushwalking activities in difficult tracked environments:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - typical group equipment and how this is distributed amongst participants and leaders
  - how to establish the capabilities of self, other leaders and participants to carry appropriate weight in backpack
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in a setting where bushwalking activities are delivered in difficult tracked environments. Tracks must feature the following:

- be generally distinct tracks but without major modification to the ground; some parts of the track can be indistinct
- have surfaces that are generally unstable with many natural obstacles such as rocky or loose tread, roots, rocks and fallen tree logs
- have steep sections and arduous climbs
- have signage at the track head, with route markers but limited signage en route
- be marked on maps.

If in an alpine region and snow is present, assessment can only be completed if the track remains discernible.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads

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- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- backpacks
- food, water, shelter and camping equipment for duration of assessment
- clothing and footwear suitable for the conditions
- activity plans to include details of planned route
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for bushwalking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a bushwalking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOBWG007 Lead bushwalks in extremely difficult tracked and untracked environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during bushwalking activities in extremely difficult tracked and untracked environments according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct bushwalking techniques applicable to extremely difficult tracked and untracked environments. To do this, leaders must be proficient in bushwalking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Bushwalking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate instruct bushwalking techniques applicable to extremely difficult tracked and untracked environments.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise bushwalking activities in extremely difficult tracked and untracked	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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environments.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during bushwalking activities in extremely difficult tracked and untracked environments.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOBWG007 Lead bushwalks in extremely difficult tracked and untracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three bushwalks for a group of participants according to predetermined activity plans
- across the three bushwalks, collectively use two different demonstration and instruction techniques
- during each bushwalk consistently manage participant adherence to safety procedures
- after each bushwalk, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for bushwalking activities
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to bushwalking activities in extremely difficult tracked and untracked environments:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - typical group equipment and how this is distributed amongst participants and leaders
  - how to establish the capabilities of self, other leaders and participants to carry appropriate weight in backpack
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in a setting where bushwalking activities are delivered in extremely difficult tracked or untracked environments. Tracks must feature the following:

- be rough unformed tracks with no modification to the natural surface
- have surfaces that are variable and challenging with prolonged unstable sections
- have constant natural obstacles such as rocky or loose tread, roots, rocks, fallen tree logs and dense vegetation
- have steep sections and very arduous climbs
- have no signage or route markers at any point

If in an alpine region, assessment can occur if ground is covered by snow.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:

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    - activity modifications for prevailing conditions and participant needs
    - arising safety risks
    - emergency situations
    - equipment faults
- backpacks
- food, water, shelter and camping equipment for duration of assessment
- clothing and footwear suitable for the conditions
- activity plans to include details of planned route
- template:
    - safety checklists
    - participant informed consents
    - equipment fault reports
    - incident reports
- organisational safety, emergency response and first aid procedures for bushwalking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a bushwalking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCAY001 Traverse canyons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to travel through canyons, according to planned routes, and utilise features for recreational activities such as rock scrambling, swimming, water sliding and liloing. It requires the ability to safely negotiate a range of terrain obstacles, hazards and canyon formations. It applies to both wet and dry canyons.

This unit focuses on activities within canyons and not on methods used to access or escape from them.

It applies to leaders, guides or instructors who use these skills when leading during canyoning activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canyoning

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for canyoning activities.	1.1. Select clothing, footwear and personal protective equipment suitable for canyon conditions and activities. 1.2. Waterproof, as required, and pack clothing, personal resources, and food according to access requirements during activities. 1.3. Interpret planned route from activity plans and maps to assist in following the route. 1.4. Determine contingency routes and emergency escapes. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between party members. 1.7. Complete equipment safety checks prior to canyoning activities.
2. Utilise canyon features for recreational activities.	2.1. Survey canyon to identify hazards and obstacles, assess risk, and select a safe and suitable site for activities. 2.2. Safely approach, and negotiate hazards, canyon terrain and formations to minimise risk of injury. 2.3. Remove and handle loaded backpacks to enable safe passage through canyon. 2.4. Select and use suitable techniques and natural formations for a range of recreational activities. 2.5. Maintain close contact and effective communication with party members throughout all activities. 2.6. Use techniques that minimise damage to equipment and the canyon environment throughout all activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures

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	• interpret complex and potentially unfamiliar technical information about routes and environmental features.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Problem-solving skills to:	• readily adapt to changing situations and terrain by selecting appropriate techniques and equipment to traverse canyons efficiently.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCAY001 Traverse canyons

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete two canyoning trips
- complete at least one of the above trips in a wet canyon
- during each canyoning activity, consistently follow safety procedures and safely negotiate hazards
- across all canyoning trips, collectively use the following techniques:
  - rock scrambling
  - spotting
- during any wet canyon trips, use at least two of the following techniques:
  - water jumping
  - water sliding
  - liloing
  - wading
  - swimming.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for canyoning activities
- features of different types of local canyons and canyon formations sufficient to understand the overall characteristics of the canyon setting and its particular hazards
- clothing and footwear suitable for canyoning activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear used for canyoning activities; advantages and disadvantages of different types
- waterproofing and stowing techniques used to keep clothing, equipment and resources dry during canyoning activities

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- techniques used for canyon activities to include those for:
  - rock scrambling
  - spotting
  - water jumping
  - water sliding
  - liloing
  - wading
  - swimming, white water swimming
- communication protocols used between canyoners to include:
  - calls
  - hand signals
  - whistles
- typical hazards associated with canyoning activities, and techniques used to safely negotiate these:
  - dense vegetation
  - squeezes and overhangs
  - slippery or unstable terrain including rocks
  - submerged logs and rocks
  - sections of dark, deep or cold water and extended immersion
  - rising water
  - formations that might lead to foot entrapment
- practices used to minimise environmental impact to canyons to include removing all general and human (toileting) waste.

Assessment Conditions

Skills can be demonstrated in canyons which feature the following:

- easy climbing and downclimbing with little exposure
- hand lines may be required on occasion
- escape from canyon may take up to 1 hour.

Wet canyons would feature:

- slow moving water, with up to Grade 1 river features
- pools of calm to slightly moving water
- low angled slides.

No climbing or abseiling is required to reach canyons but it is possible to abseil in, participate in canyon activities and walk or climb out.

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The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during canyoning activities
- personal protective equipment, relevant to the activity, which might include:
  - helmets
  - exposure suits
- containers for the removal of liquid and solid waste including those for human waste
- template safety checklists
- organisational safety and emergency response procedures for canyoning activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canyoning leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCAY002 Abseil in easy to intermediate canyons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to abseil in easy to intermediate wet or dry canyons. It also requires the ability to belay abseilers and to self-belay.

It applies to leaders, guides or instructors who use these skills when leading participants during canyoning activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canyoning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the canyon	1.1. Select clothing, footwear and personal protective

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abseil.	equipment suitable for the canyon abseil and conditions. 1.2. Waterproof food, clothing, equipment and resources, for wet canyoning. 1.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.4. Confirm protocols for communications between abseiler and belayer. 1.5. Interpret route description; identify position of natural features and the abseil route. 1.6. Attach descending device to abseil rope and tie knots suitable for the established belay system. 1.7. Complete equipment safety checks prior to abseiling or belaying.
2. Abseil vertical canyon pitches.	2.1. Use safety procedures at top of and throughout descent to minimise risk to self and others present. 2.2. Use appropriate posture and abseiling techniques to execute descents. 2.3. Safely approach, avoid or negotiate hazards to descend in a controlled manner. 2.4. Maintain effective communication with belayer throughout descent. 2.5. Retrieve ropes at bottom of each pitch, as last person down. 2.6. Use techniques that minimise damage to equipment and the surface during abseil.
3. Belay abseilers during canyon descents.	3.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 3.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 3.3. Maintain rope tension to minimise fall distance and ensure abseiler movement is not unduly restricted. 3.4. Monitor abseiler progress constantly, and maintain clear communication with abseiler. 3.5. Arrest falls promptly using technique suitable to belaying device and situation. 3.6. Safely and efficiently secure abseiler using tie off techniques; release tie off and allow abseiler to continue.
4. Self-belay during canyon descents.	4.1. Attach self to suitable belay device for descent with back up to maintain safety in the event of a fall. 4.2. Use appropriate posture and abseiling techniques to execute self-belayed descents. 4.3. Control self-belay system to execute safe and controlled descents.

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4.4. Utilise features of back up belay system in the event of a fall to self-arrest, self-rescue and complete descent.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for abseiling and belaying.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCAY002 Abseil in easy to intermediate canyons

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three abseiling sessions in canyons, with at least one in a wet canyon
- across the three sessions collectively complete the following abseils:
  - four descents with a belayer
  - two self-belayed descents
- during each of the above abseils, consistently:
  - follow safety procedures and safely negotiate hazards to descend in a controlled manner
  - connect self to abseil and belay system using appropriate device and or knots
- complete two additional self-belayed descents, simulating a self-arrest and self-rescue to complete the descent
- belay abseilers according to safety procedures, and complete the following:
  - three top rope, top belayed descents
  - one bottom braked descent
  - two simulated abseiler falls, and safely and efficiently secure and release abseilers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for canyoning activities
- purpose, features, and correct fit for safety, of personal protective equipment for abseiling in canyons to include:
  - clothing
  - footwear
  - gloves, advantages and disadvantages
  - abseiling/climbing helmets
  - harnesses of different types, advantages and disadvantages
- waterproofing and stowing techniques used to keep clothing, equipment and resources dry during wet canyoning activities

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- features, functions and operation of abseiling equipment used in canyons:
  - carabiners
  - static and dynamic rope and when each might be used
  - tape
  - sewn sling
  - Prusik cord
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay systems:
    - top rope top belay
    - bottom brake
    - self-belay
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
- types of equipment and knots used, and how to tie them, when:
  - attaching descending devices to abseil ropes
  - attaching belay system to anchors
  - attaching self to back up belay system for self-belays
  - attaching self to anchor
- types of personal and equipment safety checks completed prior to abseiling and belaying
- canyoning abseiling techniques and appropriate posture for easy to intermediate descents to include those for:
  - walking backwards on dry and wet surfaces
  - self-belayed descents
  - lowering
  - disconnecting self from belay in a pool of water
- techniques for belaying others during easy to intermediate canyon abseils to include those for:
  - establishing belaying position for effective and safe use of belay system
  - rope handling and maintaining adequate rope tension

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  - controlling bottom brake system
  - arresting abseiler falls
  - securing abseiler, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
  - minimising belayer movement to retain stable position and stance
  - minimising effects of force of abseiler fall and risk of injury to belayer
  - minimising risks of belayer fall
- communication protocols used between abseilers and belayers to include:
  - calls
  - hand signals
  - whistles
  - radio
- typical hazards for abseiling in canyons, and techniques used to safely negotiate these:
  - falling rocks, water, debris, gear
  - abrasion points
  - sharp edges
  - squeezes and overhangs
  - ledges
  - traverses
  - slippery or unstable terrain
  - dense vegetation and trees
  - strong breezes
  - tangled rope
  - rising water levels
  - cold water, immersion for extended periods
- how to care for abseiling equipment during canyoning activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to canyon surfaces when abseiling in canyons.

Assessment Conditions

Skills must be demonstrated in easy to intermediate canyons which may feature the following:

- pitches up to 30 metres
- anchors that can be easily reached
- room to regroup between abseils
- pitches that require some up and down climbing using a rope
- canyon escapes can take up to 1 hour.

Wet canyons may feature:

- low vertical flow

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- pools of calm to slightly moving water
- pools that require jumps between 3 to 5 metres
- low to moderately angled slides.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during canyoning activities
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required
- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for canyoning activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canyoning guide, leader or instructor where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCAY003 Abseil in intermediate to advanced canyons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to abseil in intermediate to advanced wet or dry canyons. It also requires the ability to belay abseilers and to self-belay.

This unit covers the skills required to abseil in canyon conditions featuring multiple vertical pitches of variable length.

It applies to leaders, guide or instructors who use these skills when leading participants during canyoning activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canyoning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the canyon abseil.	1.1. Select clothing, footwear and personal protective equipment suitable for the canyon abseil and conditions. 1.2. Waterproof food, clothing, equipment and resources for wet canyons. 1.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.4. Confirm protocols for communications between abseiler and belayer. 1.5. Interpret route description; identify position of natural features and the abseil route. 1.6. Attach descending device to abseil rope and tie knots suitable for the established belay system. 1.7. Complete equipment safety checks prior to abseiling or belaying.
2. Abseil in canyons using multi pitch descent techniques.	2.1. Use safety procedures at top of and throughout all descents to minimise risk to self and others present. 2.2. Use appropriate posture and abseiling techniques to execute descents to each station. 2.3. Safely approach, avoid or negotiate hazards to descend to stations in a controlled manner. 2.4. Maintain effective communication with belayer throughout all descents. 2.5. Retrieve ropes at bottom of each pitch, as last person down. 2.6. Use techniques that minimise damage to equipment and the surface during abseil.
3. Change over safely at belay stations.	3.1. Maintain continuous attachment to anchor points, traverse line or belay system. 3.2. Changeover personal equipment from one rope system to another at belay stations, tie suitable knots and handle ropes without entanglement. 3.3. Complete safety checks prior to loading belay system and before completing subsequent descents.
4. Belay abseilers during multi pitch descents in canyons.	4.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 4.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 4.3. Maintain rope tension to minimise fall distance and ensure abseiler movement is not unduly restricted. 4.4. Monitor abseiler progress constantly, and maintain clear

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	communication with abseiler. 4.5. Arrest falls promptly using technique suitable to belaying device and situation. 4.6. Safely and efficiently secure abseiler using tie off techniques; release tie off and allow abseiler to continue.
5. Self-belay during multi pitch canyon descents.	5.1. Attach self to suitable belay device for descent with back up to maintain safety in the event of a fall. 5.2. Use appropriate posture and abseiling techniques to execute self-belayed descents. 5.3. Control self-belay system to execute safe and controlled descents. 5.4. Utilise features of back up belay system in the event of a fall to self-arrest, self-rescue and complete descent.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for abseiling and belaying.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCAY003 Abseil in intermediate to advanced canyons

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three abseiling sessions in canyons, with at least two in a wet canyon
- across the three sessions collectively complete the following abseils on at least two different routes:
  - a total of four descents with a belayer
  - a total of three self-belayed descents with one of those descents as last person down using a doubled rope descent
- during each of the above abseils, consistently:
  - follow safety procedures and safely negotiate hazards to descend in a controlled manner
  - connect self to abseil and belay system using appropriate device and or knots
- complete two additional self-belayed descents, simulating a self-arrest and self-rescue to complete the descent
- belay abseilers according to safety procedures, and complete the following:
  - three top rope, top belayed descents
  - one bottom braked descent
  - two simulated abseiler falls, and safely and efficiently secure and release abseilers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for canyoning activities
- purpose, features, and correct fit for safety, of personal protective equipment for abseiling in canyons to include:
  - clothing
  - footwear
  - gloves, advantages and disadvantages
  - abseiling/climbing helmets
  - harnesses of different types, advantages and disadvantages

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- waterproofing and stowing techniques used to keep clothing, equipment and resources dry during wet canyon activities
- features, functions and operation of abseiling equipment used in canyons:
  - carabiners
  - static and dynamic rope and when each might be used
  - tape
  - sewn sling
  - personal attachment systems, including cow's tails
  - Prusik cord
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay systems:
    - top rope top belay
    - bottom brake
    - hanging belay
    - self-belay
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
- types of equipment and knots used, and how to tie them, when:
  - attaching descending devices to abseil ropes
  - attaching belay system to anchors
  - attaching self to back up belay system for self-belays
  - attaching self to anchor
- types of personal and equipment safety checks completed prior to abseiling and belaying
- canyoning abseiling techniques and appropriate posture for intermediate to difficult descents to include those for:
  - walking backwards on dry and wet surfaces
  - lowering
  - self-belayed descents
  - changing over at re-belays and using personal attachment system

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  - self-belayed descent as last person down, doubled rope
  - disconnecting self from belay in a pool of water
- techniques for belaying others during intermediate to difficult canyon abseils to include those for:
  - establishing belaying position for effective and safe use of belay system
  - rope handling and maintaining adequate rope tension
  - controlling bottom brake system
  - arresting abseiler falls
  - securing abseiler, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
  - minimising belayer movement to retain stable position and stance
  - minimising effects of force of abseiler fall and risk of injury to belayer
  - minimising risks of belayer fall
- communication protocols used between abseilers and belayers to include:
  - calls
  - hand signals
  - whistles
  - radio
- typical hazards for abseiling in canyons, and techniques used to safely negotiate these:
  - falling rocks, water, debris, gear
  - abrasion points
  - sharp edges
  - squeezes and overhangs
  - ledges
  - traverses
  - slippery or unstable terrain
  - dense vegetation and trees
  - strong breezes
  - tangled rope
  - rope catches or jams on natural features
  - abseiling past a belay station
  - limited space at belay station
  - uneven landing at belay station
  - rising water levels
  - cold water, immersion for extended periods
- how to care for abseiling equipment during canyoning activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to canyon surfaces when abseiling in canyons.

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Assessment Conditions

Skills must be demonstrated in intermediate to advanced canyons which may features the following:

- pitches greater than 30 metres high
- anchors that can be difficult to reach
- pitches with obscure sections and or landing pools
- limited standing areas for multi pitch abseils or for hanging re-belay stations
- canyon escapes can take 2 to 4 hours.

Wet canyons may feature:

- moderate to high vertical flow
- landing pools with a current
- pools that require jumps between 5 to 10 metres
- jumps that have a difficult trajectory
- current strong enough to affect swimmer's path
- siphons
- white water features up to white water Grade 2 for short periods of time.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during canyoning activities
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required
- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling

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  - personal attachment systems, including cow's tails
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for canyoning activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canyoning leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOCAY004 Establish ropes and belays for abseils in easy to intermediate canyons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems and ropes suitable for abseils in easy to intermediate canyons, and according to current conditions. It requires the ability to select the abseil route and to select and utilise fixed artificial, naturally occurring or artificial removable anchors.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canyoning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Select route and equipment suitable for the canyon abseil.	1.1. Identify safe access to and egress from the pitch. 1.2. Determine descent and ascent route appropriate for conditions. 1.3. Select an abseiling and belay system suitable for the abseil, environmental conditions and participant. 1.4. Choose a belay device suitable for the canyon conditions and belayer. 1.5. Select other equipment to suit abseil requirements and participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up belay system for abseils in easy to intermediate canyons.	2.1. Select anchors and assess condition, including performance under likely load and stability of surroundings. 2.2. Rig or establish multiple anchors, ensuring equalisation and minimise potential for shock loading. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system. 2.5. Establish a belay that maintains safety of belayer and abseiler. 2.6. Position top rope or bottom brake belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Complete safety checks according to organisational procedures.
3. Rig rope pitches for canyon abseils.	3.1. Rig ropes to minimise effects of rope stretch and rub points and to allow efficient descent and ascent. 3.2. Rig retrievable abseil systems suitable for the top rope or bottom brake belay requirements. 3.3. Set up anchors and ropes to allow for a rescue. 3.4. Select and tie knots suitable for system type established. 3.5. Minimise the risk of cross loading and mis-alignment of carabiners. 3.6. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly. 3.7. Rig to minimise impact on the natural environment.

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3.8. Complete safety checks according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational procedures for completing safety checks.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• calculate loads for anchors and ropes under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.
Planning and organising skills to:	• follow a logical equipment selection, rigging and checking process.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCAY004 Establish ropes and belays for abseils in easy to intermediate canyons

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems and ropes for abseils at four different canyon pitches, with at least one in a wet canyon
- collectively set up the following types of systems:
  - doubled rope technique
  - single rope
  - releasable abseil line
  - rope systems suitable for single rope techniques
  - retrievable rope systems for:
    - top rope top belay
    - bottom brake belay
    - self-belay
- collectively select and use these different types of anchors:
  - fixed artificial
  - naturally occurring
  - artificial removable
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of descent and ascent routes for canyoning environments:
  - season of operation, weather and environmental conditions
  - participant characteristics including age, size, weight, fitness and abseiling skill level
  - group objectives and size
- environmental hazards specific to abseiling in canyons and how these affect:

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- safe access to and egress from the pitch
- choice of descent and routes for safety of abseiler
- positioning of top or bottom belay systems for safety of belayer

- features, functions, advantages and disadvantages of different types of anchors and used in canyons:
  - fixed artificial:
    - threads
    - bolts
    - chains
    - concrete bollards
  - naturally occurring:
    - trees
    - boulders
  - artificial removable:
    - spring loaded camming devices
    - nuts, wires and hexes
    - pitons
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
  - wear and abrasion due to age and use
  - corrosion
  - decay
  - dislodgment
  - underlying stability of structural features and presence of:
    - cracks
    - deformities
    - fissures
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
  - equalisation of load
  - single point of failure
  - anchor redundancy
  - angle of separation
  - shock loading
  - cross loading and cyclical loading of carabiners
  - mis-alignment of carabiners
  - closing the system, including advantages, disadvantages and methods used
- types of forces (upwards, downwards) generated during abseiling and belaying, and how to calculate load on anchors and ropes for these circumstances:
  - top rope top belay

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  - bottom brake belay
  - self-belay
  - abseiler descending under control
  - abseiler fall
  - belayer arresting falls
- the effects of rope stretch during operations and implications if not minimised:
  - abrasions
  - rope bounce
  - undue stress on the anchor system
  - potential for abseiler to impact with hazards, or become entangled
- features, functions, advantages and disadvantages of the following abseiling and belay equipment used in canyons:
  - abseiling and belay systems for:
    - doubled rope technique
    - single rope
    - releasable abseil line
    - rope systems suitable for single rope techniques
    - top rope top belay
    - bottom brake belay
    - self-belay
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay devices:
    - auto locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - carabiners
  - harnesses of different types
  - static and dynamic rope and when each might be used
  - rope protectors
  - tape
  - sewn sling

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    - Prusik cord
- how the following factors affect the selection and rigging of above equipment:
    - site characteristics including position of rub points
    - weather and environmental conditions
    - participant size, weight, and abseiling ability
    - cumulative load for group size and number of abseils
    - abseiling techniques to be used
    - distance, height and angle of anchor relative to top edge of abseil
- manufacturers' specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
    - rigging belays for performance of rescues
    - attaching to anchor or self belay safety system
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
    - fixed eye
    - mid line tied in the bight
    - end to end joining
    - termination
    - load control hitches
    - slide and grip hitches
- types of safety checks completed for rigging of equipment
- how to care for abseiling equipment when rigging to avoid damage, and promote long lifespan
- potential environmental impacts of rigging for abseils in a canyoning environment and techniques used to minimise damage.

Assessment Conditions

Skills must be demonstrated in easy to intermediate canyons which may feature the following:

- pitches up to 30 metres
- anchors that can be easily reached
- room to regroup between abseils
- pitches that require some up and down climbing using a rope
- pitches that require some climbing moves up to grade 12 using a rope
- canyon escapes can take up to 1 hour.

Wet canyons may feature:

- low vertical flow
- pools of calm to slightly moving water
- pools that require jumps between 3 to 5 metres

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- low to moderately angled slides.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canyoning activity leader or rigger where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCAY005 Establish ropes and belays for abseils in intermediate to advanced canyons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems and ropes suitable for abseils in intermediate to advanced canyons, and according to current conditions. It requires the ability to select the abseil route and to select and utilise fixed artificial, naturally occurring or artificial removable anchors.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canyoning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Select route and equipment suitable for the canyon abseil.	1.1. Identify safe access to and egress from the pitch. 1.2. Determine descent and ascent route appropriate for conditions. 1.3. Select an abseiling and belay system suitable for the abseil, environmental conditions and participant. 1.4. Choose a belay device suitable for the canyon conditions and belayer. 1.5. Select other equipment to suit abseil requirements participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up belay system for abseils in intermediate to advanced canyons.	2.1. Select anchors and assess condition, including performance under likely load and stability of surroundings. 2.2. Rig or establish multiple anchors, ensuring equalisation and minimise potential for shock loading. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system. 2.5. Establish a belay that maintains safety of belayer and abseiler. 2.6. Position top rope or bottom brake belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Complete safety checks according to organisational procedures.
3. Rig rope pitches for canyon abseils.	3.1. Rig ropes to minimise effects of rope stretch and rub points and to allow efficient descent and ascent. 3.2. Rig retrievable abseil systems suitable for the top rope or bottom brake belay requirements. 3.3. Set up anchors and ropes to allow for a rescue. 3.4. Select and tie knots suitable for system type established. 3.5. Minimise the risk of cross loading and mis-alignment of carabiners. 3.6. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly. 3.7. Rig to minimise impact on the natural environment.

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3.8. Complete safety checks according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational procedures for completing safety checks.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• calculate loads for anchors and ropes under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.
Planning and organising skills to:	• follow a logical equipment selection, rigging and checking process.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCAY005 Establish ropes and belays for abseils in intermediate to advanced canyons

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems and ropes for abseils at four different canyon pitches, with at least two in a wet canyon
- collectively set up the following types of systems:
  - doubled rope technique
  - single rope
  - releasable abseil line
  - rope systems suitable for single rope techniques
  - retrievable rope systems for:
    - top rope top belay
    - bottom brake belay
    - self-belay
- collectively select and use these different types of anchors:
  - fixed artificial
  - naturally occurring
  - artificial removable
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of descent and ascent routes for canyoning environments:
  - season of operation, weather and environmental conditions
  - participant characteristics including age, size, weight, fitness and abseiling skill level
  - group objectives and size
- environmental hazards specific to abseiling in canyons and how these affect:

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  - safe access to and egress from the pitch
  - choice of descent and ascent routes for safety of abseiler
  - positioning of top or bottom belay systems for safety of belayer
- features, functions, advantages and disadvantages of different types of anchors used in canyons:
  - fixed artificial:
    - threads
    - bolts
    - chains
    - concrete bollards
  - naturally occurring:
    - trees
    - boulders
  - artificial removable:
    - spring loaded camming devices
    - nuts, wires and hexes
    - pitons
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
  - wear and abrasion due to age and use
  - corrosion
  - decay
  - dislodgment
  - underlying stability of structural features and presence of:
    - cracks
    - deformities
    - fissures
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
  - equalisation of load
  - single point of failure
  - anchor redundancy
  - angle of separation
  - shock loading
  - cross loading and cyclical loading of carabiners
  - mis-alignment of carabiners
  - closing the system, including advantages, disadvantages and methods used
- types of forces (upwards, downwards) generated during abseiling and belaying, and how to calculate load on anchors and ropes for these circumstances:
  - top rope top belay

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  - bottom brake belay
  - self-belay
  - abseiler descending under control
  - abseiler fall
  - belayer arresting falls
- the effects of rope stretch during operations and implications if not minimised:
  - abrasions
  - rope bounce
  - undue stress on the anchor system
  - potential for abseiler to impact with hazards, or become entangled
- features, functions, advantages and disadvantages of the following abseiling and belay equipment used in canyons:
  - abseiling and belay systems for:
    - doubled rope technique
    - single rope
    - releasable abseil line
    - rope systems suitable for single rope techniques
    - top rope top belay
    - bottom brake belay
    - self-belay
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - carabiners
  - harnesses of different types
  - static and dynamic rope and when each might be used
  - rope protectors
  - tape
  - sewn sling

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  - personal attachment systems, including cow's tails
  - Prusik cord
- how the following factors affect the selection and rigging of above equipment:
  - site characteristics including position of rub points
  - weather and environmental conditions
  - participant size, weight, and abseiling ability
  - cumulative load for group size and number of abseils
  - abseiling techniques to be used
  - distance, height and angle of anchor relative to top edge of abseil
- manufacturers' specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
  - rigging belays for performance of rescues
  - attaching to anchor or self belay safety system
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight
  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- types of safety checks completed for rigging of equipment
- how to care for abseiling equipment when rigging to avoid damage, and promote long lifespan
- potential environmental impacts of rigging for abseils in a canyoning environment and techniques used to minimise damage.

Assessment Conditions

Skills must be demonstrated in intermediate to advanced canyons which may features the following:

- pitches greater than 30 metres high
- anchors that can be difficult to reach
- pitches with obscure sections and or landing pools
- limited standing areas for multi pitch abseils or for hanging re-belay stations
- canyon escapes can take 2 to 4 hours.

Wet canyons may feature:

- moderate to high vertical flow
- landing pools with a current
- pools that require jumps between 5 to 10 metres

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- jumps that have a difficult trajectory
- current strong enough to affect swimmer's path
- siphons
- white water features up to white water Grade 2 for short periods of time.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - personal attachment systems, including cow's tails
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canyoning activity leader or rigger where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCAY006 Lead canyoning activities, easy to intermediate canyons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during canyoning activities in easy to intermediate canyons according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct abseiling techniques applicable to easy to intermediate canyons. To do this, leaders must be proficient in canyon abseiling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canyoning

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate abseiling techniques applicable to easy to intermediate canyons.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise canyoning activities in easy to intermediate	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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canyons.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during canyoning activities in easy to intermediate canyons.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCAY006 Lead canyoning activities, easy to intermediate canyons

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three canyoning sessions for a group of participants according to predetermined activity plans
- complete at least one of the above sessions in a wet canyon
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for canyoning activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to canyoning activities in easy to intermediate canyons:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - designated on rope and off rope and waiting zones.

Assessment Conditions

Skills must be demonstrated in easy to intermediate canyons which may feature the following:

- pitches up to 30 metres
- anchors that can be easily reached
- room to regroup between abseils
- pitches that require some climbing, and down climbing using a rope
- canyon escapes can take up to 1 hour.

Wet canyons would feature:

- low vertical flow
- pools of calm to slightly moving water
- pools that require jumps between 3 to 5 metres
- low to moderately angled slides.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:

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  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required
- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - static
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - descending devices
  - belay devices
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for canyoning activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canyoning leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOCAY007 Lead canyoning activities, intermediate to advanced canyons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during canyoning activities in intermediate to advanced canyons according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct abseiling techniques applicable to intermediate to advanced canyons. To do this, leaders must be proficient in canyon abseiling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canyoning

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate abseiling techniques applicable to intermediate to advanced canyons	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise canyoning activities in intermediate to	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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advanced canyons.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during canyoning activities in intermediate to advanced canyons.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCAY007 Lead canyoning activities, intermediate to advanced canyons

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three canyoning sessions for a group of participants according to predetermined activity plans
- complete at least two of the above sessions in a wet canyon
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for canyoning activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to canyoning activities in intermediate to advanced canyons:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - designated on rope and off rope and waiting zones.

Assessment Conditions

Skills must be demonstrated in an intermediate to advanced canyons which may features the following:

- pitches greater than 30 metres high
- anchors that can be difficult to reach
- pitches with obscure sections and or landing pools
- limited standing areas for multi pitch abseils or for hanging re-belay stations
- canyon escapes can take 2 to 4 hours

Wet canyons may feature:

- moderate to high vertical flow
- landing pools with a current
- pools that require jumps between 5 to 10 metres
- jumps that have difficult trajectory
- current strong enough to affect swimmer’s path
- siphons
- white water features up to white water Grade 2 for short periods of time.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

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Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
  - gloves, as required
- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - static
  - rope protectors
  - tape or sewn sling
  - cow's tails
  - Prusik cords
  - descending devices
  - belay devices
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for canyoning sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canyoning leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCHC001 Lead challenge course sessions, low elements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead participants during challenge course sessions at a facility where low elements are set up. Participants may be individual users or groups attending for purely recreational purposes, or may be groups involved in adventure based learning activities for which there would be a predetermined activity plan.

It requires the ability to explain and demonstrate, to participants, techniques for spotting, and for using independent and linked low elements.

This unit applies to any type of organisation that operates challenge courses including commercial, not-for-profit and government organisations.

It applies to activity leaders who use discretion and judgement to manage participant logistics, safety, and routine problems within clearly defined operating procedures. Complex issues and problems would be referred to others for assistance, direction or resolution.

Leaders might also be involved in providing adventure based learning outcomes, the skills for which are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Challenge Course

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up personal protective equipment (PPE) to match participants, low elements and prevailing conditions. 1.4. Complete, for PPE, required safety and serviceability inspections and reports according to organisational procedures. 1.5. Direct and assist participants to fit and adjust personal protective equipment; check comfort and safety of fit.
2. Brief participants.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity.
3. Instruct spotting technique for low elements.	3.1. Explain importance of spotting and demonstrate essential components of spotting technique. 3.2. Demonstrate and explain different techniques and spotter positions used for different course elements and participant characteristics. 3.3. Verify participant understanding of spotting techniques and safety procedures. 3.4. Engage participants in a sequence of activities to warm up, develop trust and practice spotting in a low risk

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	situation. 3.5. Observe and monitor participant performance of spotting technique and provide feedback and corrective instruction.
4. Lead low element activities.	4.1. Explain and demonstrate techniques for use of independent and linked low elements. 4.2. Reinforce appropriate spotter technique and position for the particular element. 4.3. Provide clear and accurate instructions and demonstrations throughout the session. 4.4. Monitor performance of spotters and participants, and provide directions, encouragement and corrective instruction to improve techniques. 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 4.6. Implement required modifications to activity to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during activities.	5.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 5.3. Respond immediately to adverse participant reactions and hazardous situations. 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 5.5. Amend activities if risk is unacceptable; cease activities when required. 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.	6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 6.2. Notify relevant personnel of activity completion. 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.4. Document any equipment faults, and incidents including injuries and near misses. 6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• organise participants into manageable groups for activities • manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCHC001 Lead challenge course sessions, low elements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three low element challenge course sessions for a group of participants
- across the three sessions, collectively:
  - explain and demonstrate at least three different spotting techniques
  - explain and demonstrate techniques for negotiating at least four different low elements
- during each session, consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for:
  - completing and documenting safety and serviceability inspections on personal protective equipment
  - safe participant use of low elements
  - emergency response and first aid for low element challenge course sessions
- clothing and footwear suitable for low element challenge course activities
- purpose, features, and correct fit for safety, of personal protective equipment for low element participants, including climbing helmets and when these might be used
- features of different types of low elements found in challenge courses:
  - common elements:
    - independent elements

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    - linked elements
  - those which are specific to the particular course in use
- how characteristics of participants affect the selection of course elements and personal protective equipment:
  - age, size and weight
  - current experience in challenge course activities and skill level
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
- hazards and associated risks for participant use of low elements, and methods used to minimise risk:
  - hazards associated with the structure
  - hazards associated with equipment used to negotiate the element
  - fall protection hazards
  - group management hazards
  - weather related hazards; wind, rain, lightning etc.
- roles and responsibilities of activity leaders and supervisors for low element activities
- communication protocols used between participants and leaders during low element activities:
  - calls
  - hand signals
  - whistles
  - radio
- spotting techniques, spotter positioning and:
  - variations for different low elements
  - variations to suit different participant characteristics
- techniques used to negotiate low elements
- different techniques used to demonstrate, to participants, low element negotiation and spotting
- appropriateness of different demonstration techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- a range of warm-up and practice exercises suitable for low element activities
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation.

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Assessment Conditions

Skills must be demonstrated in a challenge course facility where at least four different low course elements are set up.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment which can include climbing helmets, as required
- activity plans
- template:
  - safety and serviceability checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational procedures for:
  - completing and documenting safety and serviceability inspections on personal protective equipment
  - safe participant use of low elements
  - emergency response and first aid for low element challenge course sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a challenge course leader where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCHC002 Set up and supervise challenge course sessions, low elements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to supervise activity leaders and participants during challenge course sessions at a facility where low elements are set up. Participants may be individual users or groups attending for purely recreational purposes, or may be groups involved in adventure based learning activities for which there would be a predetermined activity plan.

It requires the ability to complete routine visual inspections of course elements, select and set up a sequence of challenge course activities to meet participant needs and to monitor participation across multiple course elements.

This unit applies to any type of organisation that operates challenge courses including commercial, not-for-profit and government organisations.

It applies to senior activity leaders or challenge course supervisors who work independently using discretion and judgement to manage operational logistics, risk, and any significant problems when they arise.

Leaders and supervisors might also be involved in providing adventure based learning outcomes; the skills for which are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOCHC001 Lead challenge course sessions, low elements

Competency Field

Challenge Course

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Complete visual inspections.	1.1. Complete visual inspection of low course elements before commencement of sessions according to organisational schedule and procedures. 1.2. Confirm no obvious damage to low course elements. 1.3. Confirm integrity of safety systems. 1.4. Inspect course site and surrounding area for hazards according to organisational schedule and procedures. 1.5. Complete required organisational reports to confirm safety. 1.6. Report on and escalate issues of immediate concern according to organisational procedures.
2. Prepare low element activities and equipment for participants.	2.1. Identify characteristics, abilities and needs of participants. 2.2. Select a suitable sequence of low element activities to meet requirements. 2.3. Select activity equipment according to requirements of known participant characteristics and for general admission participants. 2.4. Establish any additional equipment required for low elements; complete safety and serviceability checks and reports.
3. Supervise low element activities.	3.1. Monitor multiple course elements and performance of spotters and participants. 3.2. Provide corrective instruction of technique through explanation and demonstration, as required. 3.3. Direct and supervise activity leaders to ensure safe and positive conduct of all activities. 3.4. Monitor participant and leader adherence to safety procedures and correct breaches, as required. 3.5. Respond immediately to hazardous situations and promptly assess risks to minimise risk of injury to participants and others. 3.6. Direct leaders to amend activities if risk is unacceptable

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	or cease activities when required. 3.7. Respond to emergency situations according to organisational, emergency response and first aid procedures.
4. Complete post session responsibilities.	4.1. Dismantle additional equipment, inspect for wear or breakage, tag faults and store in designated. 4.2. Lead debrief with team members to identify sessional successes, problems and difficulties. 4.3. Evaluate and report on feedback from leaders and participants. 4.4. Identify and report on any course or equipment maintenance requirements. 4.5. Provide recommendations to improve activities and safety management.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and reports that require factual information • produce cohesive reports which clearly represent team and participant feedback and own recommendations through use of persuasive language.
Oral communications skills to:	• provide clear and unambiguous instructions to leaders and participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine leader and participant understanding of instructions.
Self-management skills to:	• critically evaluate successes and failures of challenge course activities to recommend improvements • critically analyse all circumstances and implications to report on safety issues and recommend improved practices.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCHC002 Set up and supervise challenge course sessions, low elements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prior to commencement of two sessions, complete two visual inspections and complete reports:
  - course site and surrounding area
  - four low course elements
- for three different challenge course sessions and according to predetermined activity plans:
  - select and set up a sequence of low element activities to meet the requirements of three different participant groups
- supervise activity leaders and participants during three low element sessions
- during each session consistently manage activity leader and participant adherence to safety procedures
- after each session, lead a debrief with team members
- utilise options provided in Assessment Conditions to:
  - direct activity leaders to amend activities in response to a total of two safety issues that arise during activities
  - complete a brief written or verbal report to recommend improvements for activities and management of safety issues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for:
  - safe participant use of low elements
  - emergency response and first aid for low element challenge course sessions
- for low element challenge courses, organisational:
  - schedule for completing visual inspections
  - items that must be inspected and extent of inspection requirements prior to commencement of session
  - requirements for recording and filing outcomes of inspections

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    - requirements for reporting issues of immediate concern including hazardous ones
- typical environmental hazards found within challenge course sites and surrounding areas and associated risks, to include:
    - unstable trees and tree branches; tree debris
    - tree and tree debris hazards, including falling limbs
    - ground surface hazards
    - spiders, insects, snakes and fauna
- features of different types of low elements found in challenge courses:
    - common elements:
        - independent elements
        - linked elements
    - those which are specific to the particular course in use
    - signs of deterioration
    - failures that pose an immediate safety risk
- factors that affect the selection and sequencing of low element activities:
    - group objectives and session duration outlined in activity plans for particular client groups
    - objectives of activity participation for general admission clientele
    - participant characteristics:
        - age, size and weight
        - current experience in challenge course activities and skill level
        - fitness level and physical capabilities
        - injuries and medical conditions
        - emotional, behavioural and intellectual ability or disability
    - season of operation, weather and environmental conditions
- hazards and associated risks for participant use of low elements, and methods used to minimise risk:
    - hazards associated with the structure
    - hazards associated with equipment used to negotiate the element
    - fall protection hazards
    - group management hazards
    - weather related hazards; wind, rain, lightning etc.
- methods used by challenge course supervisors to:
    - roam and supervise multiple course elements, and performance of spotters and participants
    - lead team member debriefs
    - provide overall reports on activity successes, problems and incidents
    - provide recommendations to improve activities and management of safety.

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Assessment Conditions

Skills must be demonstrated in a challenge course facility where at least four different low course elements are set up.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants and activity leaders whom the individual supervises
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - arising safety issues and activity modifications
  - recommending activity and safety management improvements
- personal protective equipment used to set up low elements which can include climbing helmets, as required
- activity plans
- organisational procedures for:
  - safe participant use of low elements
  - emergency response and first aid for low element challenge course sessions
- organisational schedule, procedures and templates for completing and documenting visual inspections of course site and low elements.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a challenge course supervisor where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCHC003 Lead challenge course sessions, high elements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead participants during challenge course sessions at a facility where high elements are set up. Participants may be individual users or groups attending for purely recreational purposes, or may be groups involved in adventure based learning activities for which there would be a predetermined activity plan.

It requires the ability to explain and demonstrate, to participants, techniques for belaying others, and for using independent and linked high elements. It covers skills for basic rescues.

This unit applies to any type of organisation that operates challenge courses including commercial, not-for-profit and government organisations.

It applies to activity leaders who use discretion and judgement to manage participant logistics, safety, and routine problems within clearly defined operating procedures. Complex issues and problems would be referred to others for assistance, direction or resolution.

Leaders might also be involved in providing adventure based learning outcomes, the skills for which are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Challenge Course

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up personal protective equipment (PPE) to match participants, high elements and prevailing conditions. 1.4. Complete, for PPE, required safety and serviceability inspections and reports according to organisational procedures. 1.5. Direct and assist participants to fit and adjust personal protective equipment; check comfort and safety of fit.
2. Brief participants.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity.
3. Instruct belay techniques for high elements.	3.1. Fit and adjust harnesses and belay equipment to participants to ensure comfort and safety. 3.2. Attach participants to established belay system, tie suitable knots, as required, and complete safety checks. 3.3. Explain importance of belaying and demonstrate essential components of belay technique. 3.4. Explain communication protocols and their importance. 3.5. Verify participant understanding of belay technique, communication protocols, and safety procedures.

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	3.6. Supervise belayer's practice of belay techniques in a low risk situation. 3.7. Observe and monitor participant performance of belay technique and provide feedback and corrective instruction.
4. Lead high element activities.	4.1. Explain and demonstrate techniques for use of independent and linked high elements. 4.2. Position belayer appropriately for the course element, to allow effective use of belay system. 4.3. Provide clear and accurate instructions and demonstrations throughout the session. 4.4. Monitor performance of belayers and participants, and provide directions, encouragement and corrective instruction to improve techniques. 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 4.6. Implement required modifications to activity to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during activities and complete basic rescues.	5.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 5.3. Respond immediately to adverse participant reactions and hazardous situations. 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 5.5. Amend activities if risk is unacceptable; cease activities when required. 5.6. Respond to participants in difficulty and provide verbal directions to recover and continue. 5.7. Use safe approach procedures to provide direct assistance for participants to recover and continue. 5.8. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.	6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 6.2. Notify relevant personnel of activity completion. 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.4. Document any equipment faults, and incidents including

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injuries and near misses.

6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• organise participants into manageable groups for activities • manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCHC003 Lead challenge course sessions, high elements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three high element challenge course sessions for a group of participants
- across the three sessions, explain and demonstrate techniques for belaying and negotiating at least four different high elements
- during each session, consistently:
  - manage participant adherence to safety procedures
  - connect participants to belay system using appropriate device and or knots and complete safety checks
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults
- complete two simulated high element rescues to indirectly assist a rescuee to recover and continue through verbal direction
- complete two simulated high element rescues, using safe approach procedures, to directly assist the rescuee to recover and continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for:
  - completing and documenting safety and serviceability inspections on personal protective equipment
  - safe participant use of high elements
  - emergency response and first aid for high element challenge course sessions
- clothing and footwear suitable for high element challenge course activities

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- purpose, features, and correct fit for safety, of personal protective equipment for high element participants:
  - harnesses of different types, advantages and disadvantages
  - climbing helmets
- features of different types of high elements found in challenge courses:
  - common elements:
    - independent elements
    - linked elements
  - those which are specific to the particular course in use
- how characteristics of participants affect the selection of course elements and personal protective equipment:
  - age, size and weight
  - current experience in challenge course activities and skill level
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
- hazards and associated risks for participant use of high elements, and methods used to minimise risk:
  - hazards associated with the structure
  - hazards associated with equipment used to negotiate the element
  - fall protection hazards
  - group management hazards
  - weather related hazards; wind, rain, lightning etc.
- roles and responsibilities of activity leaders and supervisors for high element activities
- communication protocols used between participants and leaders during high element activities:
  - calls
  - hand signals
  - whistles
  - radio
- features, functions and operation of belaying equipment used for high element challenge courses:
  - carabiners
  - rope
  - belay systems
- types of equipment and methods used to attach participants to a high element belay system, including suitable knots that may be used
- techniques used to:
  - negotiate high elements
  - belay others, including appropriate position for belayer

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- different techniques used to demonstrate, to participants, high element negotiation and belaying
- appropriateness of different demonstration techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- techniques used for basic high element rescues to include those for:
  - indirect assistance to rescuee to recover and continue through verbal direction
  - direct assistance to rescuee to recover and continue.

Assessment Conditions

Skills must be demonstrated in a challenge course facility where at least four different high course elements are set up.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- people who act as rescuees with whom the individual interacts during simulated rescues
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- equipment to include:
  - harnesses
  - climbing helmets
  - established anchors or attachment points and belay systems
  - carabiners

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- activity plans
- template:
  - safety and serviceability checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational procedures for:
  - completing and documenting safety and serviceability inspections on personal protective equipment
  - safe participant use of high elements
  - emergency response and first aid for high element challenge course sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a challenge course leader where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCHC004 Set up and supervise challenge course sessions, high elements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to supervise activity leaders and participants during challenge course sessions at a facility where high elements are set up. Participants may be individual users or groups attending for purely recreational purposes, or may be groups involved in adventure based learning activities for which there would be a predetermined activity plan.

It requires the ability to complete routine visual inspections of course elements, select and set up a sequence of challenge course activities to meet participant needs, to establish belay systems and to monitor participation across multiple course elements. It covers skills for complex rescues.

This unit applies to any type of organisation that operates challenge courses including commercial, not-for-profit and government organisations.

It applies to senior activity leaders or challenge course supervisors who work independently using discretion and judgement to manage operational logistics, risk, and any significant problems when they arise.

Leaders and supervisors might also be involved in providing adventure based learning outcomes; the skills for which are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOCHC003 Lead challenge course sessions, high elements

Competency Field

Challenge Course

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Complete visual inspections.	1.1. Complete visual inspection of high course elements before commencement of sessions according to organisational schedule and procedures. 1.2. Confirm no obvious damage to high course elements. 1.3. Confirm integrity of safety systems. 1.4. Inspect course site and surrounding area for hazards according to organisational schedule and procedures. 1.5. Complete required organisational reports to confirm safety. 1.6. Report on and escalate issues of immediate concern according to organisational procedures.
2. Prepare high element activities and equipment for participants.	2.1. Identify characteristics, abilities and needs of participants. 2.2. Select a suitable sequence of high element activities to meet requirements. 2.3. Select activity equipment according to requirements of known participant characteristics and for general admission participants. 2.4. Establish any additional equipment required for high elements; complete safety and serviceability checks and reports.
3. Set up belay system.	3.1. Select and assess condition of anchors along course for attachment of safety lines and belays. 3.2. Select harnesses and belay system suitable for the course element, conditions and participant. 3.3. Choose a belay device suitable for the situation and belayer. 3.4. Complete safety and serviceability checks on equipment and action faulty equipment according to organisational procedures. 3.5. Establish participant belays, and self-belays suitable for rescue circumstances.

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	3.6. Select and tie appropriate knots and rig ropes suitable for load and function within the belay system. 3.7. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly. 3.8. Complete safety checks on rigging according to organisational procedures.
4. Supervise high element activities.	4.1. Monitor multiple course elements and performance of belayers and participants. 4.2. Provide corrective instruction of technique through explanation and demonstration, as required. 4.3. Direct and supervise activity leaders to ensure safe and positive conduct of all activities. 4.4. Monitor participant and leader adherence to safety procedures and correct breaches, as required. 4.5. Respond immediately to hazardous situations and promptly assess risks to minimise risk of injury to participants and others. 4.6. Direct leaders to amend activities if risk is unacceptable or cease activities when required. 4.7. Respond to emergency situations according to organisational, emergency response and first aid procedures.
5. Rescue participants or others from high elements.	5.1. Determine appropriate rescue methods and techniques for situation, according to degree of urgency and condition of person in need of rescue. 5.2. Determine roles and responsibilities of others and provide clear and concise instructions throughout rescue. 5.3. Use appropriate approach procedure for element to provide direct rescuee assistance. 5.4. Operate rescue system to lower persons from high elements. 5.5. Provide clear and concise instructions and information to person being rescued. 5.6. Safely and efficiently escape a loaded belay system and transfer from belay device to direct connection to anchor.
6. Complete post session responsibilities.	6.1. Dismantle additional equipment, inspect for wear or breakage, tag faults and store in designated. 6.2. Lead debrief with team members to identify sessional successes, problems and difficulties. 6.3. Evaluate and report on feedback from leaders and participants. 6.4. Identify and report on any course or equipment

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maintenance requirements.

6.5. Provide recommendations to improve activities and safety management.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and reports that require factual information • produce cohesive reports which clearly represent team and participant feedback and own recommendations through use of persuasive language.
Oral communications skills to:	• provide clear and unambiguous instructions to leaders and participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine leader and participant understanding of instructions.
Self-management skills to:	• critically evaluate successes and failures of challenge course activities to recommend improvements • critically analyse all circumstances and implications to report on safety issues and recommend improved practices.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCHC004 Set up and supervise challenge course sessions, high elements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prior to commencement of two sessions, complete two visual inspections and complete reports:
  - course site and surrounding area
  - four high course elements
- for three different challenge course sessions and according to predetermined activity plans:
  - select and set up a sequence of high element activities to meet the requirements of three different participant groups
  - select and set up belay systems suitable for course elements and participants
  - across the three sessions, select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- supervise activity leaders and participants during three high element sessions
- during each session consistently manage activity leader and participant adherence to safety procedures
- after each session, lead a debrief with team members
- utilise options provided in Assessment Conditions to:
  - direct activity leaders to amend activities in response to a total of two safety issues that arise during activities
  - complete a brief written or verbal report to recommend improvements for activities and management of safety issues
- set up two belay systems suitable for rescues at two different high elements
- complete simulated high element rescues, using safe approach procedures, to:
  - lower a conscious person on two occasions
  - lower an unconscious person on one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for:

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    - safe participant use of high elements
    - emergency response and first aid for high element challenge course sessions
- for high element challenge courses, organisational:
    - schedule for completing visual inspections
    - items that must be inspected and extent of inspection requirements prior to commencement of session
    - requirements for recording and filing outcomes of inspections
    - requirements for reporting issues of immediate concern including hazardous ones
- typical environmental hazards found within challenge course sites and surrounding areas and associated risks, to include:
    - unstable trees and tree branches; tree debris
    - tree and tree debris hazards, including falling limbs
    - ground surface hazards
    - spiders, insects, snakes and fauna
- features of different types of high elements found in challenge courses:
    - common elements:
        - independent elements
        - linked elements
    - those which are specific to the particular course in use
    - signs of deterioration
    - failures that pose an immediate safety risk
- factors that affect the selection and sequencing of high element activities:
    - group objectives and session duration for particular client groups
    - objectives of activity participation for general admission clientele
    - participant characteristics:
        - age, size and weight
        - current experience in challenge course activities and skill level
        - fitness level and physical capabilities
        - injuries and medical conditions
        - emotional, behavioural and intellectual ability or disability
    - season of operation, weather and environmental conditions
- features, functions, advantages and disadvantages of different types of anchors or attachment points used in challenge course facilities:
    - bolts
    - camming devices
    - wire rope grip
    - shackles
- working load limits of anchors or attachment points and tension formula
- issues that are assessed when selecting anchors or attachment points and likely impacts of poor condition on performance under load:

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    - wear and abrasion due to age and use
    - corrosion
    - decay
    - dislodgment
- features, functions, advantages and disadvantages of challenge course high element equipment:
    - harnesses of different types
    - carabiners
    - rope
    - wire rope
    - hand ropes
    - swing ropes
    - pulleys
    - tape
    - sewn sling
    - Prusik cord
    - personal attachment systems, including cow's tails
    - crab claws
    - thimbles
    - rigging screws
    - turnbuckles
    - staples
    - belay devices:
        - plate
        - assisted locking
        - tubular
    - belay systems:
        - static belay
        - dynamic belay
        - bottom braking belay
        - self-belay
- how the following factors affect the selection and rigging of above equipment:
    - element characteristics
    - weather and environmental conditions
    - participant size, weight and abilities
- manufacturers' specifications for equipment use
- techniques used to rig belays for performance of rescues
- when different knots are used, advantages and disadvantages, and how to tie them:
    - fixed eye
    - mid line tied in the bight

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  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- hazards and associated risks for participant use of high elements, and methods used to minimise risk:
  - hazards associated with the structure
  - hazards associated with equipment used to negotiate the element
  - fall protection hazards
  - group management hazards
  - weather related hazards; wind, rain, lightning etc.
- methods used by challenge course supervisors to:
  - roam and supervise multiple course elements, and performance of belayers and participants
  - lead team member debriefs
  - provide overall reports on activity successes, problems and incidents
  - provide recommendations to improve activities and management of safety.
- roles and responsibilities that can be allocated to team members to effectively complete a complex high element rescue
- appropriate approach methods for high element rescues:
  - using ladders
  - using ascending ropes
  - approaching via the element
  - approaching from start, mid or finish point of course
  - how these will vary depending on rescue circumstance
- techniques used for complex high element rescues to include those for:
  - ascending and descending a single rope
  - lowering conscious and unconscious persons
  - securing rescuee and escaping from a loaded belay system.

Assessment Conditions

Skills must be demonstrated in a challenge course facility where at least four different high course elements are set up.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response

Assessment must ensure use of:

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- a group of participants and activity leaders whom the individual supervises
- people who act as rescuees with whom the individual interacts during simulated rescues
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - arising safety issues and activity modifications
  - recommending activity and safety management improvements
- personal protective equipment used to set up high elements which can include climbing helmets
- equipment to include:
  - established anchors or attachment points
  - harnesses
  - carabiners
  - rope
  - wire rope
  - tape or sewn sling
  - pulleys
  - Prusik cord
  - personal attachment systems, including cow's tails
  - crab claws
  - thimbles
  - rigging screws
  - turnbuckles
  - staples
  - belay devices
- activity plans
- organisational procedures for:
  - safe participant use of high elements
  - emergency response and first aid for high element challenge course sessions
- organisational schedule, procedures and templates for completing and documenting visual inspections of course site and high elements.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a challenge course supervisor where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCHC005 Manage challenge course

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage a range of specialist functions within challenge course facilities. It requires the ability to develop and document a range of plans and procedures including those for course inspection, safe participant use, rescues, emergency response and for training staff. It also covers the selection of specialist equipment and services appropriate for course elements and the site.

This unit applies to any type of organisation that operates a challenge course including commercial, not-for-profit and government organisations.

It applies to challenge course managers who work with significant autonomy to manage the operation and safety of the course.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Challenge Course

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Develop course inspection schedules and procedures.	1.1. Develop and implement procedures for hazard identification and risk assessments for the site, surrounding areas and all course elements. 1.2. Develop hazard identification and risk assessment templates for use of relevant personnel. 1.3. Establish and document all required course inspection types and create templates for course and equipment inspections. 1.4. Develop schedules for inspections and allocate responsibility to internal personnel and external specialists. 1.5. Disseminate documented procedures, schedules and templates and ensure all personnel understand requirements. 1.6. Establish and maintain a record keeping system for inspections and risk assessments.
2. Determine course operational procedures	2.1. Determine different activity techniques suited to course elements and different participant characteristics. 2.2. Develop and document procedures for safe participant use of course elements, in line with particular element features. 2.3. Evaluate course elements, determine and document suitable rescue techniques and procedures. 2.4. Establish and maintain emergency response plans and procedures. 2.5. Develop and implement plans for ongoing staff training in course use, safety procedures, hazard identification, emergency response and rescue requirements. 2.6. Implement mechanisms to inform course users and leaders of changes to elements and procedures.
3. Select specialist equipment and services for challenge courses.	3.1. Consult with course installation specialists to identify equipment appropriate for course elements. 3.2. Select ancillary equipment suited to requirements of the course and clientele. 3.3. Select external specialists to inspect, maintain and modify the site and course elements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and potentially complex product specifications when selecting equipment.
Writing skills to:	• develop comprehensive plans, procedures and template documents in a format and style easily understood by a full range of workers.
Self-management skills to:	• critically analyse the characteristics and needs of the facility to design tailored systematic plans and procedures.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCHC005 Manage challenge course

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document the following procedures for a challenge course:
  - completing and reporting routine visual inspections of site, surroundings and course elements
  - completing and reporting hazard identification and risk assessments
  - safe participant use of two course elements including types of equipment that must be used to support safety
  - completing rescues, including approach methods, techniques and variables for two course elements
- develop and document the following templates for a challenge course:
  - inspections of the site, surrounding areas and two course elements
  - hazard identification and risk assessments for the site, surrounding areas and two course elements
- develop and document schedules for the following types of inspections and indicate who is responsible for each:
  - routine visual inspection of site, surroundings and course elements
  - operational inspection
  - periodical inspection
  - tree inspection
- develop and document:
  - an emergency response plan for dealing with incidents involving injured participants
  - a basic training plan for activity leaders and supervisors, limited to covering procedural issues for course operation, and not skill issues
- document a process for:
  - disseminating plans, procedures and information to activity leaders, supervisors and course users
  - maintaining records
- research the availability of one type of ancillary equipment suited to a course and one type of specialist service available and write a brief recommendation on why these should be purchased.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different types of challenge course inspections that should be completed, at what intervals, and extent of inspection requirements:
  - routine visual inspection of site, surroundings and course elements
  - operational inspection
  - periodical inspection
  - tree inspection
- for each of the above inspection types:
  - who would complete these; staff or external specialists
  - requirements for recording and filing outcomes of inspections
- typical settings for challenge courses and features of both internal site environments and surrounding areas
- typical environmental hazards found within challenge course sites and surrounding areas, associated risks, and methods used to minimise risk to include:
  - unstable trees and tree branches; tree debris
  - ground surface hazards
  - spiders, insects, snakes and fauna
- features of different types of low and high elements found in challenge courses, both independent and linked
- hazards and associated risks for participant use of low and high course elements, and methods used to minimise risk:
  - hazards associated with the structure
  - hazards associated with equipment used to negotiate the element
  - fall protection hazards
  - group management hazards
  - weather related hazards; wind, rain, lightning etc.
- operational features of the following equipment used to support participant safety:
  - safety lines for low elements
  - belay systems for high elements
  - fall protection
- safe techniques that should be used by participants to negotiate low and high course elements
- unsafe practices that may be used by participants on course elements and the importance of controlling potential behaviours
- spotting techniques used with different types of low elements and how these can be tailored to the element features and characteristics of participants
- appropriate approach methods for high element rescues:
  - using ladders
  - using ascending ropes

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    - approaching via the element
    - approaching from start, mid or finish point of course
    - how these will vary depending on rescue circumstance
- techniques used for high element rescues to include those for:
    - indirect assistance to rescuee to recover and continue through verbal direction
    - direct assistance to rescuee to recover and continue
    - ascending and descending a single rope
    - lowering conscious and unconscious persons
- a range of formats for and inclusions of:
    - procedures and schedules
    - training plans
    - hazard identification and reporting tools
    - risk assessment and control tools based on the hierarchy of control method
    - emergency response plans and procedures
    - inspection reports
    - equipment safety and serviceability checklists
- Australian Standards relevant to the operation of challenge courses:
    - the purpose and legal status of the standards
    - why the guideline standard might be adopted by organisations
    - how the standards may be used to assist the development of organisational procedures
- emerging equipment research and technology for challenge courses, at an overview level
- suppliers of specialist equipment and services for challenge courses, their product and service range and suitability to meet the needs of particular courses.

Assessment Conditions

In order to develop tailored systematic plans and procedures, access to the following is required:

- a challenge course where low or high course elements, or a combination of both, are set up
- comprehensive information about the operation and clientele of the challenge course facility to determine its characteristics and needs

Assessment must ensure access to information about suppliers of specialist equipment and services for challenge courses and details of their product and service range.

Assessment must ensure use of:

- computers, printers and general software programs used to produce system documents
- template documents:
    - procedures and schedules

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- hazard identification and reporting tools
- risk assessment and control tools based on the hierarchy of control method
- emergency response plans and procedures
- training plans
- inspection reports.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a challenge course manager where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCLM001 Top rope climb single pitches, artificial surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to climb single pitches on artificial surfaces using top rope techniques. It also requires the ability to belay top rope climbers. Artificial surfaces can be fixed or portable structures and can be in indoor or outdoor environments.

It applies to leaders, guides or instructors, who use these skills when leading participants during climbing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the climb.	1.1. Select clothing, footwear and personal protective equipment suitable for the climb and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between climber and belayer. 1.4. Interpret route description; identify position of artificial features and the climb route. 1.5. Attach and adjust belay equipment to self and tie knots suitable for the established belay system. 1.6. Complete equipment safety checks prior to climbing or belaying.
2. Climb and descend single pitch routes using top rope techniques.	2.1. Use safety procedures at bottom, top of and throughout climbs to minimise risk to self and others present. 2.2. Use appropriate posture and climbing techniques suitable to artificial features and holds. 2.3. Locate and evaluate artificial features during climb and adjust technique to suit. 2.4. Locate and utilise rest positions to reduce fatigue. 2.5. Safely approach, avoid or negotiate hazards to ascend and descend in a controlled manner. 2.6. Maintain effective communication with belayer throughout climb. 2.7. Use appropriate posture and top rope lowering techniques during descent. 2.8. Use techniques that minimise damage to equipment and the surface during climb.
3. Belay top rope climbers.	3.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 3.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 3.3. Maintain rope tension to minimise fall distance and ensure climber movement is not unduly restricted. 3.4. Monitor climber progress constantly, and maintain clear communication with climber. 3.5. Arrest falls promptly using technique suitable to belaying device and situation. 3.6. Safely and efficiently secure climber using tie off techniques; release tie off and allow climber to continue.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for climbing and belaying.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCLM001 Top rope climb single pitches, artificial surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete four single pitch top rope climbing sessions on artificial surfaces and collectively use six of the following techniques:
  - bridging
  - heel hooks
  - jamming
  - laybacking
  - mantle
  - pinch grips
  - side pulls
  - smearing
  - underclings
- during each of the above climbs, consistently:
  - follow safety procedures and safely negotiate hazards to climb in a controlled manner
  - connect self to belay system using appropriate device and or knots
- belay climbers according to safety procedures, and complete the following:
  - four belays
  - two simulated climber falls, and safely and efficiently secure and release climber to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for climbing activities
- purpose, features, and correct fit for safety, of personal protective equipment used for climbing on artificial surfaces:
  - clothing
  - climbing shoes
  - abseiling/climbing helmets

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    - harnesses of different types, advantages and disadvantages
- features, functions and operation of tope rope climbing equipment used on artificial surfaces:
    - carabiners
    - static and dynamic rope and when each might be used
    - tape
    - sewn sling
    - Prusik cord
    - chalk bag and chalk
    - top rope bottom belay systems
    - belay devices:
        - assisted locking
        - inline
        - plate
        - figure 8
        - tubular
        - improvised
- types of equipment and knots used, and how to tie them, when:
    - attaching belay equipment to self
    - attaching belay system to anchors
- types of personal and equipment safety checks completed prior to climbing and belaying
- tope rope climbing techniques and appropriate posture for artificial surfaces and structures to include those for:
    - bridging
    - heel hooks
    - jamming
    - laybacking
    - mantle
    - pinch grips
    - side pulls
    - smearing
    - underclings
    - lowering self during descents
- climbing techniques which are best suited to these artificial climb features:
    - aretes
    - chimneys
    - corners
    - cracks
    - edges
    - flakes

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  - jugs
  - overhangs
  - roofs
  - pinnacles
  - ledges
  - pockets
- techniques for belaying others during tope rope climbs on artificial surfaces to include those for
  - establishing belaying position for effective and safe use of belay system
  - rope handling and maintaining adequate rope tension
  - arresting climber falls
  - securing climber, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
  - minimising belayer movement to retain stable position and stance
  - minimising effects of force of climber fall and risk of injury to belayer
  - minimising risk of belayer fall
- communication protocols used between climbers and belayers to include:
  - calls
  - hand signals
  - whistles
- typical hazards for single pitch top rope climbing on artificial surfaces and structures, and techniques used to safely negotiate these:
  - sharp or protruding fittings and fixtures
  - surface irregularities
  - ledges
  - tangled rope
  - falling objects
- how to care for climbing equipment during activities to avoid damage, and promote long lifespan.

Assessment Conditions

Skills may be demonstrated in an indoor or outdoor environment where single pitch top rope climbs are completed on artificial surfaces. Artificial surfaces can be fixed or portable structures.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

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Assessment must ensure use of:

- participants with whom the individual interacts during climbing activities
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- established anchors for the artificial structure
- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - tape or sewn sling
  - Prusik cords
  - chalk bag and chalk
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for climbing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

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SISOCLM002 Top rope climb single pitches, natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to climb single pitches on natural surfaces using top rope techniques. It also requires the ability to belay top rope climbers.

It applies to leaders, guides or instructors, who use these skills when leading participants during top rope climbing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the climb.	1.1. Select clothing, footwear and personal protective equipment suitable for the climb and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between climber and belayer. 1.4. Interpret route description; identify position of natural features, the climb route and contingencies. 1.5. Attach and adjust belay equipment to self and tie knots suitable for the established belay system. 1.6. Complete equipment safety checks prior to climbing or belaying.
2. Climb and descend single pitch routes using top rope techniques.	2.1. Use safety procedures at bottom, top of and throughout climbs to minimise risk to self and others present. 2.2. Use appropriate posture and climbing techniques suitable to natural features. 2.3. Locate and evaluate natural features during climb and adjust technique to suit. 2.4. Locate and utilise rest positions to reduce fatigue. 2.5. Safely approach, avoid or negotiate hazards to ascend and descend in a controlled manner. 2.6. Maintain effective communication with belayer throughout climb. 2.7. Use appropriate posture and top rope lowering techniques during descent. 2.8. Use techniques that minimise damage to equipment and the surface during climb.
3. Belay tope rope climbers.	3.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 3.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 3.3. Maintain rope tension to minimise fall distance and ensure climber movement is not unduly restricted. 3.4. Monitor climber progress constantly, and maintain clear communication with climber. 3.5. Arrest falls promptly using technique suitable to belaying device and situation. 3.6. Safely and efficiently secure climber using tie off techniques; release tie off and allow climber to continue.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for climbing and belaying.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCLM002 Top rope climb single pitches, natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete four single pitch top rope climbing sessions on natural surfaces and cumulatively use six of the following techniques:
  - bridging
  - chimneying
  - crimping
  - heel hooks
  - jamming
  - laybacking
  - lunging
  - mantle
  - pinch grips
  - side pulls
  - smearing
  - underclings
- during each of the above climbs, consistently:
  - follow safety procedures and safely negotiate hazards to climb in a controlled manner
  - connect self to belay system using appropriate device and or knots
- belay climbers according to safety procedures, and complete the following:
  - two top rope top belays
  - two top rope bottom belays
  - two simulated climber falls, and safely and efficiently secure and release climber to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for climbing activities

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- purpose, features, and correct fit for safety, of personal protective equipment used for climbing on natural surfaces to include:
  - clothing
  - climbing shoes
  - abseiling/climbing helmets
  - harnesses of different types, advantages and disadvantages
- features, functions and operation of tope rope climbing equipment used on natural surfaces:
  - carabiners
  - static and dynamic rope and when each might be used
  - tape
  - sewn sling
  - Prusik cord
  - chalk bag and chalk
  - belay systems:
    - top rope top belay
    - top rope bottom belay
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
- types of knots used, and how to tie them, when:
  - attaching belay equipment to self
  - attaching belay system to anchors
- types of personal and equipment safety checks completed prior to climbing and belaying
- tope rope climbing techniques and appropriate posture for natural surfaces to include those for:
  - bridging
  - chimneying
  - crimping
  - heel hooks
  - jamming
  - laybacking
  - lunging
  - mantle
  - pinch grips
  - side pulls

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    - smearing
    - underclings
    - lowering self during descents
- climbing techniques which are best suited to these climb features found in natural environments:
    - aretes
    - chimneys
    - corners
    - cracks
    - edges
    - flakes
    - jugs
    - overhangs
    - roofs
    - pinnacles
    - ledges
    - pockets
- techniques for belaying others during top rope climbs on natural surfaces to include those for:
    - establishing belaying position for effective and safe use of belay system
    - rope handling and maintaining adequate rope tension
    - arresting climber falls
    - securing climber, and tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
    - minimising belayer movement to retain stable position and stance
    - minimising effects of force of climber fall and risk of injury to belayer
    - minimising risk of belayer fall
- communication protocols used between climbers and belayers to include:
    - calls
    - hand signals
    - whistles
- typical hazards for single pitch top rope climbing on natural surfaces, and techniques used to safely negotiate these:
    - falling rocks, water, debris, gear
    - abrasion points
    - sharp edges
    - squeezes and overhangs
    - ledges
    - traverses
    - slippery or unstable terrain

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    - dense vegetation and trees
    - strong breezes
    - tangled rope
- how to care for climbing equipment during activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to climbing surfaces in natural environments when climbing.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where single pitch top rope climbs are completed on natural surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during climbing activities
- personal protective equipment to include:
    - abseiling or climbing helmets
    - harnesses
- anchors which can include:
    - fixed artificial
    - naturally occurring
    - artificial removable
- climbing equipment to include:
    - carabiners
    - rope which can include static and or dynamic rope
    - rope protectors
    - tape or sewn sling
    - Prusik cords
    - chalk bag and chalk
    - belay devices
- template safety checklists
- organisational safety and emergency response procedures for climbing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a climbing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

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SISOCLM003 Lead climb single pitches, natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to climb single pitches on natural surfaces using lead climbing techniques. It also requires the ability to belay climbers and to ascend single pitch routes as a second climber.

It applies to leaders, guides or and instructors who use these skills when leading participants during climbing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the climb.	1.1. Select clothing, footwear and personal protective equipment suitable for the climb and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between climber and belayer. 1.4. Interpret route description; identify position of natural features, the climb route and contingencies. 1.5. Determine need for artificial protection during ascent; select and rack for accessibility during climb. 1.6. Attach and adjust belay equipment to self and tie knots suitable for the established belay system. 1.7. Complete equipment safety checks prior to climbing or belaying.
2. Climb single pitch routes.	2.1. Use safety procedures at bottom, top of and throughout climbs to minimise risk to self and others present. 2.2. Use appropriate posture and climbing techniques suitable to natural features. 2.3. Locate and utilise rest positions to reduce fatigue. 2.4. Safely approach, avoid or negotiate hazards to ascend in a controlled manner. 2.5. Maintain effective communication with belayer throughout climb. 2.6. Use techniques that minimise damage to equipment and the surface during climb.
3. Ascend single pitch routes as a lead climber.	3.1. Evaluate potential direction of falls, magnitude of force and second climber's ability. 3.2. Select suitable type, and set anchors and belay system safely and efficiently throughout climb. 3.3. Place protection periodically during climb to reduce fall distance. 3.4. Use techniques to minimise rope drag, displacement of artificial protection and injury in the event of a fall. 3.5. Monitor and maintain the safeguard system continuously. 3.6. Retreat from pitches when climber safety is compromised. 3.7. Select solid and secure anchors at top of pitch, or place artificial protection. 3.8. Establish belay system at top of pitch to maximise climber and belayer safety.
4. Ascend single pitch routes as a second	4.1. Utilise belaying system to maximise climber safety. 4.2. Remove artificial protection with and without a nut tool

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climber.	and minimise damage to equipment and natural surface.
5. Belay climbers.	5.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 5.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 5.3. Maintain rope tension to minimise fall distance and ensure climber movement is not unduly restricted. 5.4. Monitor climber progress constantly, and maintain clear communication with climber. 5.5. Arrest falls promptly using technique suitable to belaying device and situation. 5.6. Safely and efficiently secure climber using tie off techniques; release tie off and allow climber to continue.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for climbing and belaying • calculate loads for anchors and ropes under normal conditions, and in the event of a fall to determine fall distances.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOCLM003 Lead climb single pitches, natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- work as lead climber on four single pitch climbs
- work as second climber on four single pitch climbs
- across the climbs, collectively use six of the following techniques:
  - bridging
  - chimneying
  - crimping
  - heel hooks
  - jamming
  - laybacking
  - lunging
  - mantle
  - pinch grips
  - side pulls
  - smearing
  - underclings
- during each climb consistently:
  - follow safety procedures and safely negotiate hazards to climb in a controlled manner
  - connect self to belay system using appropriate devices and or knots
- across the climbs, collectively establish these types of anchor systems:
  - multi-directional
  - uni-directional
  - self-equalising
- across the climbs collectively use the following rope systems:
  - single rope
  - double rope technique
  - twin rope
- across the climbs collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- belay climbers according to safety procedures, and complete the following:

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- two top rope top belayed ascents
- two top rope bottom belayed ascents
- two simulated climber falls, and safely and efficiently secure and release climbers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for climbing activities
- purpose, features, and correct fit for safety, of personal protective equipment for climbers and belayers to include:
  - clothing
  - climbing shoes
  - abseiling/climbing helmets
  - harnesses of different types, advantages and disadvantages
- features, functions, advantages and disadvantages of different types of artificial removable anchors used as protection for lead climbing to include:
  - spring loaded camming devices
  - nuts, wires and hexes
  - pitons
- techniques used to secure and remove the above types of protection
- types of forces generated during lead climb falls, and how to calculate:
  - fall factor
  - fall distances
  - placement of artificial protection
- features, functions, advantages and disadvantages of different types of anchor systems used in lead climbing:
  - multi-directional
  - uni-directional
  - self-equalising
- features, functions and operation of climbing and belaying equipment used for single pitch lead climbs on natural surfaces:
  - carabiners
  - static and dynamic rope and when each might be used
  - tape
  - sewn sling
  - Prusik cord
  - chalk bag and chalk
  - belay systems:
    - single rope

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    - double rope technique
    - twin rope
    - top rope top belay
    - top rope bottom belay
    - self-belay
    - dynamic and static belays
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
- types of knots used, and how to tie them, when:
  - attaching belay equipment to self
  - attaching belay system to anchors
- principle of closing the system, advantages, disadvantages and methods used
- types of personal and equipment safety checks completed prior to climbing and belaying
- lead climbing techniques and appropriate posture for natural surfaces to include those for:
  - bridging
  - chimneying
  - crimping
  - jamming
  - laybacking
  - lunging
  - mantle
  - pinch grips
  - side pulls
  - smearing
  - underclings
  - lowering self during descents
- climbing techniques which are best suited to these climb features found in natural environments:
  - aretes
  - chimneys
  - corners
  - cracks
  - edges
  - flakes
  - jugs

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    - overhangs
    - roofs
    - pinnacles
    - ledges
    - pockets
- techniques for belaying others during lead climbs on natural surfaces to include those for:
    - establishing belaying position for effective and safe use of belay system
    - rope handling and maintaining adequate rope tension
    - arresting climber falls
    - securing climber, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
    - minimising belayer movement to retain stable position and stance
    - minimising effects of force of climber fall and risk of injury to belayer
    - minimising risk of belayer fall
- communication protocols used between climbers and belayers to include:
    - calls
    - hand signals
    - whistles
- typical hazards for single pitch lead climbing on natural surfaces, and techniques used to safely negotiate these:
    - falling rocks, water, debris, gear
    - abrasion points
    - sharp edges
    - squeezes and overhangs
    - ledges
    - traverses
    - slippery or unstable terrain
    - dense vegetation and trees
    - strong breezes
    - tangled rope
    - stuck ropes
- how to care for climbing equipment during activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to climbing surfaces in natural environments when climbing.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where single pitch lead climbs are completed on natural surfaces.

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The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during climbing activities
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape
  - sewn sling
  - Prusik cords
  - chalk bag and chalk
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for climbing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

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SISOCLM004 Lead climb multi pitches, natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to climb multi pitches on natural surfaces using lead climbing techniques. It also requires the ability to belay climbers and to ascend multi pitch routes as a second climber.

It applies to leaders, guides or instructors who use these skills when leading participants during climbing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the climb.	1.1. Select clothing, footwear and personal protective equipment suitable for the climb and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between climber and belayer. 1.4. Interpret route description; identify position of natural features, the climb route and contingencies. 1.5. Determine need for artificial protection during ascent; select and rack for accessibility during climb. 1.6. Attach and adjust belay equipment to self and tie knots suitable for the established belay system. 1.7. Complete equipment safety checks prior to climbing or belaying.
2. Climb multi pitch routes.	2.1. Use safety procedures at bottom, top of and throughout climbs to minimise risk to self and others present. 2.2. Maintain balance and use appropriate posture and climbing techniques to link a series of controlled moves to enable progress. 2.3. Locate and utilise rest positions to reduce fatigue. 2.4. Safely approach, avoid or negotiate hazards to ascend in a controlled manner. 2.5. Maintain effective communication with belayer throughout climb. 2.6. Use techniques that minimise damage to equipment and the surface during climb.
3. Ascend multi pitch routes as a lead climber.	3.1. Evaluate potential direction of falls, magnitude of force and second climber's ability. 3.2. Select suitable type and set anchors and belay system safely and efficiently throughout climb. 3.3. Place protection periodically during climb to reduce fall distance. 3.4. Use techniques to minimise rope drag, displacement of artificial protection and injury in the event of a fall. 3.5. Monitor and maintain the safeguard system continuously. 3.6. Retreat from pitches when climber safety is compromised. 3.7. Select solid and secure anchors at top of pitch, or place artificial protection. 3.8. Establish belay system at top of pitch to maximise climber and belayer safety.
4. Ascend multi pitch	4.1. Utilise belaying system to maximise climber safety.

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routes as a second climber.	4.2. Remove artificial protection with and without a nut tool and minimise damage to equipment and natural surface.
5. Change over at belay stations.	5.1. Maintain continuous attachment to a reliable anchor system or anchor point. 5.2. Exchange climber roles at belay stations and transition to next pitch without entangling ropes. 5.3. Confirm alignment and stability of belay system before transitioning to next pitch.
6. Belay climbers.	6.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 6.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 6.3. Maintain rope tension to minimise fall distance and ensure climber movement is not unduly restricted. 6.4. Monitor climber progress constantly, and maintain clear communication with climber. 6.5. Arrest falls promptly using technique suitable to belaying device and situation. 6.6. Safely and efficiently secure climber, when compromised, using tie off techniques.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for climbing and belaying • calculate loads for anchors and ropes under normal conditions and in the event of a fall to determine fall distances.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

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Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOCLM004 Lead climb multi pitches, natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- work as lead climber on four multi pitch climbs
- work as second climber on four multi pitch climbs
- across the climbs, collectively use six of the following techniques:
  - bridging
  - chimneying
  - crimping
  - heel hooks
  - jamming
  - layaways
  - laybacking
  - lunging
  - mantle
  - pinch grips
  - side pulls
  - smearing
  - underclings
- during each climb consistently:
  - follow safety procedures and safely negotiate hazards to climb in a controlled manner
  - connect self to belay system using appropriate devices and or knots
- across the climbs, collectively establish these types of anchor systems:
  - multi-directional
  - uni-directional
  - self-equalising
- across the climbs, collectively use the following rope systems
  - single rope
  - double rope technique
  - twin rope
- across the climbs collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function

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- belay climbers according to safety procedures, and complete the following:
  - two top rope top belayed ascents
  - two top rope bottom belayed ascents
  - two simulated climber falls, and safely and efficiently secure and release climbers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for climbing activities
- purpose, features, and correct fit for safety, of personal protective equipment for climbers and belayers to include:
  - clothing
  - climbing shoes
  - abseiling/climbing helmets
  - harnesses of different types, advantages and disadvantages
- features, functions, advantages and disadvantages of different types of artificial anchors used as protection for lead climbing to include:
  - spring loaded camming devices
  - nuts, wires and hexes
  - pitons
- techniques used to secure and remove the above types of protection
- types of forces generated during lead climb falls, and how to calculate:
  - fall factor
  - fall distances
  - placement of artificial protection
- features, functions, advantages and disadvantages of different types of anchor systems used in lead climbing:
  - multi-directional
  - uni-directional
  - self-equalising
- features, functions and operation of climbing and belaying equipment used for multi pitch lead climbs on natural surfaces:
  - carabiners
  - static and dynamic rope and when each might be used
  - tape
  - sewn sling
  - Prusik cord
  - chalk bag and chalk
  - belay systems:

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    - single rope
    - double rope technique
    - twin rope
    - top rope top belay
    - top rope bottom belay
    - self-belay
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
- types of knots used, and how to tie them, when:
  - attaching belay equipment to self
  - attaching belay system to anchors
- principle of closing the system, advantages, disadvantages and methods used
- types of personal and equipment safety checks completed prior to climbing and belaying
- lead climbing techniques and appropriate posture for natural surfaces to include those for:
  - bridging
  - chimneying
  - crimping
  - jamming
  - laybacking
  - lunging
  - mantle
  - pinch grips
  - side pulls
  - smearing
  - underclings
  - lowering self during descents
- climbing techniques which are best suited to these climb features found in natural environments:
  - aretes
  - chimneys
  - corners
  - cracks
  - edges
  - flakes
  - jugs

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    - overhangs
    - roofs
    - pinnacles
    - ledges
    - pockets
- techniques for belaying others during lead climbs on natural surfaces to include those for:
    - establishing belaying position for effective and safe use of belay system
    - rope handling and maintaining adequate rope tension
    - arresting climber falls
    - securing climber, tying off belay system and releasing
    - protecting seconder on traverse
- reasons for attaching belayer to anchor system when belaying others including:
    - minimising belayer movement to retain stable position and stance
    - minimising effects of force of climber fall and risk of injury to belayer
    - minimising risk of belayer fall
- communication protocols used between climbers and belayers to include:
    - calls
    - hand signals
    - whistles
- typical hazards for multi pitch lead climbing on natural surfaces, and techniques used to safely negotiate these:
    - falling rocks, water, debris, gear
    - abrasion points
    - sharp edges
    - squeezes and overhangs
    - ledges
    - traverses
    - slippery or unstable terrain
    - dense vegetation and trees
    - strong breezes
    - tangled rope
    - stuck ropes
- how to care for climbing equipment during activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to climbing surfaces in natural environments when climbing.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where multi pitch lead climbs are completed on natural surfaces.

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The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during climbing activities
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - slings
  - Prusik cords
  - chalk bag and chalk
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for climbing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

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SISOCLM005 Establish belays for single pitch climbing on artificial surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems suitable for single pitch climbs on artificial surfaces. It requires the ability to select the climb route and to select and utilise fixed anchors. Artificial surfaces can be fixed or portable structures and rigging can be for indoor or outdoor environments.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Select route and equipment suitable for the climb.	1.1. Identify safe access to and egress from the pitch. 1.2. Interpret route descriptions, inspect the position and quality of artificial features and select climb route. 1.3. Select a belay system suitable for the climb, conditions, and participant. 1.4. Choose a belay device suitable for the artificial surface conditions and belayer. 1.5. Select other equipment to suit climbing requirements and participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up belay system for artificial surface climbs.	2.1. Select anchors and assess condition, including performance under likely load. 2.2. Set up belay system using existing anchors. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system. 2.5. Establish a belay that maintains safety of belayer and climber. 2.6. Position belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly. 2.9. Complete safety checks according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	**DESCRIPTION**
Reading skills to:	• interpret detailed familiar organisational procedures for completing safety checks.

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Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• estimate loads for anchors and ropes under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.
Planning and organising skills to:	• follow a logical equipment selection, rigging and checking process.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCLM005 Establish belays for single pitch climbing on artificial surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems suitable for single pitch climbs on artificial surfaces for three different pitches
- collectively set up the following types of systems:
  - top rope bottom belay
  - automatic belay
- collectively select and use at least three different types of anchors
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of climbing routes for artificial surfaces:
  - season of operation, weather and environmental conditions for outdoor climbs
  - participant characteristics including age, size, weight, fitness and climbing skill level
  - group objectives and size
- hazards specific to climbing on artificial surfaces and how these affect:
  - safe access to and egress from the pitch
  - choice of ascent routes for safety of climber
  - positioning of belay systems for safety of belayer
- features, functions, advantages and disadvantages of different types of anchors applicable to fixed or portable artificial climbing structures:
  - bolts
  - chains
  - bollards
  - eyelets
  - U bolts

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  - beams
  - poles
  - wire cables
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
  - wear and abrasion due to age and use
  - corrosion
  - decay
  - dislodgment
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
  - equalisation of load
  - single point of failure
  - anchor redundancy
  - angle of separation
  - shock loading
  - cross loading and cyclical loading of carabiners
  - mis-alignment of carabiners
- types of forces (upwards, downwards) generated during climbing and belaying, and how to calculate load on anchors and ropes for these circumstances:
  - top rope bottom belay
  - automatic belay
  - climber ascending and lowering under control
  - climber fall
  - belayer arresting falls
- features, functions, advantages and disadvantages of the following climbing and belay equipment used on artificial surfaces:
  - belay systems:
    - top rope bottom belay
    - automatic belay
    - dynamic and static belays
  - belay devices:
    - automatic locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - carabiners
  - harnesses of different types

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  - static and dynamic rope and when each might be used
  - rope protectors
  - tape
  - sewn sling
  - Prusik cord
- how the following factors affect the selection and rigging of above equipment:
  - site characteristics including position of rub points
  - weather and environmental conditions for outdoor climbs on artificial surfaces
  - participant size, weight, and climbing ability
  - belayer to climber ratio
  - cumulative load for group size and number of climbs
  - climbing techniques to be used
- manufacturers' specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
  - rigging belays for performance of rescues
  - attaching to anchor or self belay safety system
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight
  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- types of safety checks completed for rigging of equipment
- how to care for climbing equipment when rigging to avoid damage, and promote long lifespan.

Assessment Conditions

Skills may be demonstrated in an indoor or outdoor environment where rigging is completed for single pitch climbs on artificial surfaces. Artificial surfaces can be fixed or portable structures.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

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- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- established anchors for the artificial structure
- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - tape or sewn sling
  - Prusik cords
  - chalk bag and chalk
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing activity leader or rigger, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

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SISOCLM006 Establish belays for single pitch climbing on natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems suitable for single pitch climbs on natural surfaces, and according to current conditions. It requires the ability to select the climb route and to select and utilise fixed artificial, naturally occurring or artificial removable anchors.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Select route and equipment suitable for the climb.	1.1. Identify safe access to and egress from the pitch. 1.2. Interpret route descriptions, inspect the position and quality of natural features and select climb route. 1.3. Select a top or bottom belay system suitable for the climb, environmental conditions, and participant. 1.4. Choose a belay device suitable for the natural surface conditions and belayer. 1.5. Select other equipment to suit climbing requirements and participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up belay system for natural surface climbs.	2.1. Select anchors and assess condition, including performance under likely load and stability of surroundings. 2.2. Rig or establish multiple anchors, ensuring equalisation and minimise potential for shock loading. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system. 2.5. Establish a belay that maintains safety of belayer and climber. 2.6. Position belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly. 2.9. Rig to minimise impact on the natural environment. 2.10. Complete safety checks according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	**DESCRIPTION**

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Reading skills to:	• interpret detailed familiar organisational procedures which can include those for safety checks and minimal impact to the environment.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• calculate loads for anchors and ropes under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.
Planning and organising skills to:	• follow a logical equipment selection, rigging and checking process.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCLM006 Establish belays for single pitch climbing on natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems suitable for single pitch climbs on natural surfaces for three different pitches
- collectively set up the following types of systems:
  - top rope top belay
  - top rope bottom belay
  - self belay
- collectively select and use these different types of anchors:
  - fixed artificial
  - naturally occurring
  - artificial removable
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of climbing routes for natural surfaces:
  - season of operation, weather and environmental conditions
  - participant characteristics including age, size, weight, fitness and climbing skill level
  - group objectives and size
- environmental hazards specific to climbing on natural surfaces and how these affect:
  - safe access to and egress from the pitch
  - choice of ascent routes for safety of climber
  - positioning of top or bottom belay systems for safety of belayer
- features, functions, advantages and disadvantages of different types of anchors used for climbing on natural surfaces:
  - fixed artificial:

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    - threads
    - bolts
    - chains
    - concrete bollards
  - naturally occurring:
    - trees
    - boulders
    - knobs of rock
  - artificial removable:
    - spring loaded camming devices
    - nuts, wires and hexes
    - pitons
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
  - wear and abrasion due to age and use
  - corrosion
  - decay
  - dislodgment
  - underlying stability of structural features and presence of:
    - cracks
    - deformities
    - fissures
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
  - equalisation of load
  - single point of failure
  - anchor redundancy
  - angle of separation
  - shock loading
  - cross loading and cyclical loading of carabiners
  - mis-alignment of carabiners
  - closing the system, including advantages, disadvantages and methods used
- types of forces (upwards, downwards) generated during climbing and belaying, and how to calculate load on anchors and ropes for these circumstances:
  - top rope top belay
  - top rope bottom belay
  - climber ascending and lowering under control
  - climber fall
  - belayer arresting falls

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- features, functions, advantages and disadvantages of the following climbing and belay equipment used on natural surfaces:
  - belay systems:
    - top rope top belay
    - top rope bottom belay
    - self belay
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - carabiners
  - harnesses of different types
  - static and dynamic rope and when each might be used
  - rope protectors
  - tape
  - sewn sling
  - Prusik cord
- how the following factors affect the selection and rigging of above equipment:
  - site characteristics including position of rub points
  - weather and environmental conditions
  - participant size, weight, and climbing ability
  - belayer to climber weight ratio
  - cumulative load for group size and number of climbs
  - climbing techniques to be used
- manufacturers' specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
  - rigging belays performance of rescues
  - attaching to anchor or self belay safety system
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight
  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- types of safety checks completed for rigging of equipment

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- how to care for climbing equipment when rigging to avoid damage, and promote long lifespan
- potential environmental impacts of rigging for climbs on natural surfaces and techniques used to minimise damage.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where rigging is completed for single pitch climbs on natural surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing activity leader or rigger, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

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SISOCLM007 Establish belays for multi pitch climbing on natural surfaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems suitable for multi pitch climbs on natural surfaces, and according to current conditions. It requires the ability to select the climb route and to select and utilise fixed artificial, naturally occurring or artificial removable anchors to establish belays for the lead climber and the second (or following) climbers.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select route and equipment suitable for the climb.	1.1. Identify safe access to and egress from the pitch. 1.2. Interpret route descriptions, inspect the position and quality of natural features and select climb route. 1.3. Select a top or bottom belay system suitable for the climb, environmental conditions, and participant. 1.4. Choose a belay device suitable for the natural surface conditions and belayer. 1.5. Select other equipment to suit climbing requirements and participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up belay system for natural surface climbs.	2.1. Select anchors and assess condition, including performance under likely load and stability of surroundings. 2.2. Rig or establish multiple anchors, ensuring equalisation and minimise potential for shock loading. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system. 2.5. Establish a belay that maintains safety of belayer and climber. 2.6. Position belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Verify manufacturer’s recommendations, equipment limitations and safety margins, and rig equipment accordingly. 2.9. Rig to minimise impact on the natural environment. 2.10. Complete safety checks according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational procedures which can include those for safety checks and minimal impact to the environment.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• calculate loads for anchors and ropes under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.
Planning and organising skills to:	• follow a logical equipment selection, rigging and checking process.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCLM007 Establish belays for multi pitch climbing on natural surfaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems suitable for multi pitch climbs on natural surfaces for three different pitches
- collectively set up the following types of systems:
  - double rope technique
  - single rope systems suitable for single rope techniques
  - lead climber belay
  - second (or following) climber belay
  - self belay
- collectively select and use these different types of anchors:
  - fixed artificial
  - naturally occurring
  - artificial removable
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of climbing routes for natural surfaces:
  - season of operation, weather and environmental conditions
  - participant characteristics including age, size, weight, fitness and climbing skill level
  - group objectives and size
- environmental hazards specific to climbing on natural surfaces and how these affect:
  - safe access to and egress from the pitch
  - choice of ascent routes for safety of climber
  - positioning of top or bottom belay systems for safety of belayer

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- features, functions, advantages and disadvantages of different types of anchors used for climbing on natural surfaces:
  - fixed artificial:
    - threads
    - bolts
    - chains
    - concrete bollards
  - naturally occurring:
    - trees
    - boulders
    - knobs of rock
  - artificial removable:
    - spring loaded camming devices
    - nuts, wires and hexes
    - pitons
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
  - wear and abrasion due to age and use
  - corrosion
  - decay
  - dislodgment
  - underlying stability of structural features and presence of:
    - cracks
    - deformities
    - fissures
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
  - equalisation of load
  - single component failure
  - anchor redundancy
  - angle of separation
  - shock loading
  - cross loading and cyclical loading of carabiners
  - mis-alignment of carabiners
  - closing the system, including advantages, disadvantages and methods used
- types of forces (upwards, downwards) generated during climbing and belaying, and how to calculate load on anchors and ropes for these circumstances:
  - lead climber belay
  - second (or following) climber belay
  - climber ascending and lowering under control

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  - climber fall
  - belayer arresting falls
- features, functions, advantages and disadvantages of the following climbing and belay equipment used on natural surfaces:
  - rope and belay systems:
    - double rope technique
    - single rope systems suitable for single rope techniques
    - lead climber belay
    - second (or following) climber belay
    - self belay
    - dynamic and static belays
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - carabiners
  - harnesses of different types
  - static and dynamic rope and when each might be used
  - rope protectors
  - tape
  - sewn sling
  - Prusik cord
- how the following factors affect the selection and rigging of above equipment:
  - site characteristics including position of rub points
  - weather and environmental conditions
  - participant size, weight, and climbing ability
  - belayer to climber weight ratio
  - cumulative load for group size and number of climbs
  - climbing techniques to be used
- manufacturer’s specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
  - rigging belays for performance of rescues
  - attaching to anchor or self belay safety system
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight

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  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- types of safety checks completed for rigging of equipment
- how to care for climbing equipment when rigging to avoid damage, and promote long lifespan
- potential environmental impacts of rigging for climbs on natural surfaces and techniques used to minimise damage.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where rigging is completed for recreational multi pitch climbs on natural surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a climbing activity leader or rigger, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

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SISOCLM008 Lead single pitch climbing activities on artificial surfaces, top rope climbing

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during single pitch top rope climbing activities on artificial surfaces according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct single pitch top rope climbing and belaying techniques for artificial surfaces. To do this, leaders must be proficient in single pitch top rope climbing skills which are covered by other units.

It requires the ability to demonstrate and instruct single pitch abseiling and belaying techniques for natural surfaces. To do this, leaders must be proficient in single pitch abseiling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

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Pre-requisite Unit

Nil

Competency Field

Climbing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate single pitch top rope climbing and belaying techniques for artificial surfaces.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity.

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	2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise single pitch top rope climbing activities on artificial surfaces.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during single pitch top rope climbing activities on artificial surfaces.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCLM008 Lead single pitch climbing activities on artificial surfaces, top rope climbing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three single pitch top rope climbing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for climbing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to single pitch top rope climbing activities on artificial surfaces:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - incidents that can occur during climbs, and rescue techniques used to resolve, both direct and indirect techniques
  - designated on rope zones, and off rope waiting zones.

Assessment Conditions

Skills may be demonstrated in an indoor or outdoor environment where single pitch top rope climbs are completed on artificial surfaces. Artificial surfaces can be fixed or portable structures.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- established anchors for the artificial structure

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- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - tape or sewn sling
  - Prusik cords
  - chalk bag and chalk
  - belay devices
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for climbing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

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SISOCLM009 Lead single pitch climbing activities on natural surfaces, top rope climbing

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during single pitch, top rope climbing activities on natural surfaces according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct single pitch, top rope climbing and belaying techniques for natural surfaces. To do this, leaders must be proficient in single pitch top rope climbing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate single pitch, top rope climbing and belaying techniques for natural surfaces	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise single pitch, top rope climbing activities on	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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natural surfaces.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during single pitch, top rope climbing activities on natural surfaces.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCLM009 Lead single pitch climbing activities on natural surfaces, top rope climbing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three single pitch, top rope climbing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for climbing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to single pitch, top rope climbing activities on natural surfaces:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - designated on rope zones, and off rope waiting zones.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where single pitch top rope climbs are completed on natural surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable

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- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - slings
  - Prusik cords
  - chalk bag and chalk
  - belay devices
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for climbing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

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SISOCLM010 Lead single pitch climbing activities on natural surfaces, lead climbing

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during single pitch, lead climbing activities on natural surfaces according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct single pitch lead climbing and belaying techniques for natural surfaces. To do this, leaders must be proficient in single pitch lead climbing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate single pitch lead climbing and belaying techniques for natural surfaces.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise single pitch, lead climbing activities on	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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natural surfaces.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during single pitch, lead climbing activities on natural surfaces.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCLM010 Lead single pitch climbing activities on natural surfaces, lead climbing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three single pitch, lead climbing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for climbing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to single pitch, lead climbing activities on natural surfaces:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - designated on rope zones, and off rope waiting zones.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where single pitch lead climbs are completed on natural surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable

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- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - chalk bag and chalk
  - belay devices
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for climbing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

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SISOCLM011 Lead multi pitch climbing activities on natural surfaces, lead climbing

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during multi pitch, lead climbing activities on natural surfaces according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct multi pitch lead climbing and belaying techniques for natural surfaces. To do this, leaders must be proficient in multi pitch lead climbing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Climbing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate multi pitch lead climbing and belaying techniques for natural surfaces.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise multi pitch, lead climbing activities on	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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natural surfaces.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during multi pitch lead climbing activities on natural surfaces.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCLM011 Lead multi pitch climbing activities on natural surfaces, lead climbing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three multi pitch, lead climbing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for climbing activity sessions on natural surfaces
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to multi pitch, lead climbing activities on natural surfaces:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - designated on rope zones, transfer stations and off rope waiting zones.

Assessment Conditions

Skills must be demonstrated in an outdoor environment where multi pitch lead climbs are completed on natural surfaces.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
  - abseiling or climbing helmets
  - harnesses
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable

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- climbing equipment to include:
  - carabiners
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - Prusik cords
  - chalk bag and chalk
  - belay devices
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for climbing activity sessions on natural surfaces.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a climbing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency: the three years' experience can incorporate full and or part time experience.

Links

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SISOCNE001 Paddle a craft using fundamental skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a craft as part of a group on small inland flatwater areas such as small lakes, dams and rivers according to planned courses. It requires the ability to self-rescue from a capsize.

The unit provides skills to paddle a canoe, sit in or sit on top kayak on bodies of water in less than moderate wind conditions, where the current flow is consistently recorded as less than one knot, and where there is ease of access to the shore; within 400 metres.

It applies to assistant leaders and support staff who use these skills when assisting with the delivery of paddling activities for groups of participants. They work under close supervision, and according to instructions and guidance provided by supervising activity leaders who may be guides or instructors.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canoeing

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Access and interpret activity plans, and clarify any details. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre small crafts on flatwater.	2.1. Embark and launch craft from bank, shore or jetty while maintaining stability. 2.2. Control direction of craft forward, in reverse and sideways using a range of appropriate strokes and edges. 2.3. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle craft. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Monitor party formation, paddling pace and space between craft and make required adjustments.
3. Rescue self following a capsize.	3.1. Exit the craft in a controlled manner, following a capsize, and recover paddle. 3.2. Follow instructions from leader or other party members to complete deep water self-rescue. 3.3. Re-enter craft and assess personal ability to continue with paddle session. 3.4. Manoeuvre an upturned craft to shore or to rescue craft, when unable to re-enter.

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4. Land and secure canoes.	4.1. Land and disembark craft at bank, shore or jetty while maintaining stability. 4.2. Secure craft to bank, shore or jetty using appropriate knots. 4.3. Secure craft for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Teamwork skills to:	• pro-actively and cooperatively work within teams

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCNE001 Paddle a craft using fundamental skills

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group paddle trips
- during each trip consistently:
  - consistently supervising leader's directions
  - control direction of craft forward, in reverse and change direction using this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - stern rudder
    - low support
    - emergency stop
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for canoeing activities
- suitable clothing and footwear for paddling activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - types of footwear suitable for paddling including specialist sandals, river or paddling shoes and their advantages over other types of footwear
- features and functions of lifejackets and helmet suitable for flatwater conditions and how to fit and adjust these for comfort and safety
  - location and function of different parts of the craft being paddled
- types of paddles suitable for use with selected craft in flatwater conditions

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- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry paddle craft
- equipment features and techniques used to secure craft for transportation
- communication protocols for group paddling activities to include:
  - calls
  - hand and paddle signals
  - whistles
- hydrological features of flatwater areas such as lakes, dams and flatwater rivers sufficient to understand the impacts on paddling activity
- typical hazards associated with paddling and swimming in flatwater conditions, and techniques used to safely negotiate these:
  - currents
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- techniques used on flatwater to:
  - embark, launch, land and disembark craft from bank, shore or jetty
  - secure craft s to bank, shore or jetty
- a range of strokes used in flatwater conditions to direct canoes forward, in reverse and change direction:
  - forward and reverse paddle
  - forward and reverse sweeps
  - low support
  - stern rudder
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle and movement of top hands through the stroke
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position

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  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- for self-rescues:
  - methods used to extricate self from inverted craft
  - methods used to control and manoeuvre the paddle and craft to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in flatwater conditions
  - how to empty water from craft, and equipment used to assist
  - techniques used to re-establish upright craft and re-enter in deep water.

Assessment Conditions

Skills must be demonstrated on inland flatwater areas which can be lakes, dams or slow moving rivers. The environment must feature the following:

- less than moderate wind conditions
- current flow is consistently documented as less than 1 knot
- easy access to shoreline; within 400 metres .

An area for assessment should not be classified as flatwater if any of the following conditions are present:

- rapids of any grade
- surf of any size
- fetch greater than 1 nautical mile
- area is in the entrance to an estuary or embayment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during paddling activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmet as required
- pea-less whistles not affected by water
- open canoes, sit in or sit on kayak, which can include singles and doubles
- canoe or kayak paddles
- ropes and tie down straps
- rescue equipment:

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  - towlines
  - bailing devices
  - knives
- activity plans to include details of planned route
- template safety checklists
- organisational safety and emergency response procedures for canoeing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canoeing or kayak leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCNE002 Paddle a canoe on inland flatwater

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a canoe as part of a group on inland flatwater areas such as lakes, dams and slow moving rivers and according to planned courses. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

The unit provides skills to paddle on bodies of water in less than moderate wind conditions, where the current flow is consistently recorded as less than one knot.

It applies to leaders, guides or instructors, who use these skills when leading participants during canoeing activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canoeing

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre canoes on flatwater.	2.1. Embark and launch canoe from bank, shore or jetty while maintaining stability. 2.2. Control direction of canoe forward, in reverse and sideways using a range of appropriate strokes and edges. 2.3. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the canoe. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Monitor party formation, paddling pace and space between canoes and make required adjustments.
3. Rescue self following a capsize.	3.1. Exit the canoe in a controlled manner, following a capsize, and recover paddle. 3.2. Manoeuvre the paddle and upturned canoe to shore or to rescue craft and empty out water. 3.3. Use techniques when in deep water to empty water and re-enter canoe.
4. Perform deep water rescues in flatwater	4.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others.

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conditions.	4.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 4.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 4.4. Provide clear and concise instructions to person being rescued and others assisting. 4.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
5. Land and secure canoes.	5.1. Land and disembark canoe at bank, shore or jetty while maintaining stability. 5.2. Secure canoe to bank, shore or jetty using appropriate knots. 5.3. Secure canoe for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCNE002 Paddle a canoe on inland flatwater

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group canoe trips
- complete at least one solo paddle on one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - consistently control direction of canoes forward, in reverse and sideways using edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes
    - feathered and sculling draw
    - forward J stroke
    - low support
    - emergency stop
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore
  - complete three deep water rescues to assist a single capsized paddler, using these techniques:
    - T (or X)rescue
    - curl rescue
  - provide one contact tow
  - provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for canoeing activities
- suitable clothing and footwear for canoeing activities:

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  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for canoeing including specialist sandals, river or paddling shoes and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for flatwater conditions and how to fit and adjust these for comfort and safety
- types of single and double open canoes suitable for use in flatwater conditions and location and function of different parts of the canoe
- types of paddles suitable for use with canoes used in flatwater conditions,
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry canoes
- equipment features and techniques used to secure canoes for transportation
- communication protocols for group canoeing activities to include:
  - calls
  - hand and paddle signals
  - whistles
- hydrological features of flatwater areas such as lakes, dams and slow moving rivers sufficient to understand the impacts on canoeing activities
- typical hazards associated with paddling and swimming in flatwater conditions, and techniques used to safely negotiate these:
  - currents
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms, strong wind
  - prolonged emersion in cold water
- techniques used on flatwater to:
  - embark, launch, land and disembark canoes from bank, shore or jetty
  - secure canoes to bank, shore or jetty

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- a range of strokes used in flatwater conditions to direct canoes forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps
  - bow draw stroke
  - feathered and sculling draw
  - feathered pry
  - forward J stroke
  - low support
  - stern rudder
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle and movement of top hand through the stroke
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- for self-rescues:
  - methods used to extricate self from inverted canoes
  - methods used to control and manoeuvre the paddle and canoe to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in flatwater conditions
  - how to empty water from canoes, and equipment used to assist
  - techniques used to re-establish upright canoe and re-enter in deep water
- for deep water rescues, the specific application of the following to flatwater conditions and open canoes:
  - features, functions and operation of equipment used for rescues, advantages and disadvantages
  - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
  - raft up techniques
  - T (or X) rescue techniques
  - curl rescue techniques
  - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots
  - quick release knots.

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Assessment Conditions

Skills must be demonstrated on inland flatwater areas which can be lakes, dams or slow moving rivers. The environment must feature the following:

- less than moderate wind conditions
- current flow is consistently documented as less than 1 knot.

An area for assessment should not be classified as flatwater if any of the following conditions are present:

- rapids of any grade
- surf of any size
- fetch greater than 1 nautical mile
- area is in the entrance to an estuary or embayment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during canoeing activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- pea-less whistles not affected by water
- open canoes which can include singles and doubles
- canoe paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - bailing devices
  - knives
- activity plans to include details of planned route
- template safety checklists
- organisational safety and emergency response procedures for canoeing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canoeing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCNE003 Paddle a canoe on moving water up to grade 1 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a canoe on a planned course as part of a group on waterways that feature slow moving water conditions. It covers the skills to paddle on rivers, up to grade 1, and on large open bodies of water such as lakes or dams.

For rivers, grade 1 refers to the International River Grading System which provides a broad indication of a river's rapid features, and the degree of difficulty in negotiating these. These rivers have long stretches of slow moving water that could feature regular small waves and or riffles, relatively few obstacles and an easy passage to find and follow. Large bodies of water also feature slow moving water conditions.

It applies to leaders, guides or instructors, who use these skills when leading participants during canoeing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canoeing

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre canoes on slow moving water.	2.1. Embark and launch canoe from bank while maintaining stability. 2.2. Control direction of canoe forward, in reverse and sideways using a range of appropriate strokes and edges. 2.3. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the canoe. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Monitor party formation, paddling pace and space between canoes and make required adjustments.
3. Rescue self following a capsize.	3.1. Exit the canoe in a controlled manner, following a capsize, and recover paddle. 3.2. Manoeuvre the paddle and upturned canoe to shore or to rescue craft and empty out water. 3.3. Use techniques when in deep water to empty water and re-enter canoe.
4. Perform deep water	4.1. Identify immediate hazards, assess risks and negotiate to

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rescues in slow moving river conditions.	avoid injury to self and others. 4.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 4.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 4.4. Provide clear and concise instructions to person being rescued and others assisting. 4.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
5. Land and secure canoes.	5.1. Land and disembark canoe at bank while maintaining stability. 5.2. Select a secure bank feature and secure canoe using appropriate knots. 5.3. Secure canoe for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving river gradients, distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue

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to:	requirements.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOCNE003 Paddle a canoe on moving water up to grade 1 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group canoe trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - consistently control direction of canoes forward, in reverse and sideways using edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw stroke
    - feathered and sculling draw
    - cross bow draw
    - low support
    - forward and reverse J stroke
    - feathered pry
    - emergency stop
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore
  - complete three deep water rescues to assist a single capsized paddler, using these techniques:
    - T (or X) rescue
    - curl rescue
  - provide one contact tow
  - provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for canoeing activities

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- suitable clothing and footwear for canoeing activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for canoeing including specialist sandals, river or paddling shoes and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for slow moving water conditions and how to fit and adjust these for comfort and safety
- types of single and double open canoes suitable for use in slow moving water conditions and:
  - location and function of different parts of the canoe
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with canoes used in slow moving water conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry canoes
- equipment features and techniques used to secure canoes for transportation
- communication protocols for group canoeing activities to include:
  - calls
  - hand and paddle signals
  - whistles
- the International River Grading system:
  - strengths and limitations of the grading system; what is covered and not covered in classifications
  - specifications for grade 1 rivers
  - examples of local rivers attributed as slow moving and any that are grade 1
- hydrological features of slow moving water sufficient to understand the impacts on canoeing activities
- typical hazards associated with paddling and swimming in slow moving water conditions, and techniques used to safely negotiate these:
  - currents
  - eddies
  - strainers

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  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms, strong wind
  - prolonged emersion in cold water
- techniques used on slow moving water to:
  - embark, launch, land and disembark canoes from bank
  - secure canoes to bank
- a range of strokes used in slow moving water conditions to direct canoes forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps
  - bow draw stroke
  - cross bow draw
  - feathered and sculling draw
  - low support
  - forward and reverse J stroke
  - feathered Pry stroke
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle and movement of top hand through the stroke
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- for self-rescues:
  - methods used to extricate self from inverted canoes
  - methods used to control and manoeuvre the paddle and canoe to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in slow moving water conditions
  - how to empty water from canoes, and equipment used to assist
  - techniques used to re-establish upright canoe and re-enter in deep water
- for deep water rescues, the specific application of the following to slow moving water conditions and open canoes:

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  - features, functions and operation of equipment used for rescues, advantages and disadvantages
  - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
  - raft up techniques
  - T (or X) rescue techniques
  - curl
  - modified Capistrano
  - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots
  - quick release knots.

Assessment Conditions

Skills must be demonstrated in slow moving water conditions in light to moderate wind conditions. Waters can include:

- large bodies of open water such as lakes or dams with slow moving water
- an estuary or embayment with slow moving water
- slow moving water, including grade 1 rivers, which would feature:
  - long stretches of slow moving water
  - relatively few obstacles and no major ones
  - an easy passage to find and follow
  - in grade 1 rivers, regular small waves and or riffles.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during canoeing activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- canoe helmets as required
- pea-less whistles not affected by water
- open canoes which can include singles and doubles
- canoe paddles
- ropes and tie down straps

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- rescue equipment:
  - towlines
  - bailing devices
  - knives
- activity plans to include details of planned route
- template safety checklists
- information about the International River Grading System
- organisational safety and emergency response procedures for canoeing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canoeing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCNE004 Paddle a canoe on grade 2 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a canoe as part of a group on inland rivers with grade 2 rapids, and according to planned and scouted courses. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

Grade 2 refers to the International River Grading System which provides a broad indication of a river's rapid features, and the degree of difficulty in negotiating these. This unit provides skills to paddle on rivers with fairly frequent but straightforward rapids with regular medium sized waves, less than one metre, low ledges or drops, easy eddies and gradual bends. These rivers have small obstacles that require manoeuvring around with a good command of paddling strokes. Passages through rapids are generally straightforward and can be seen from the water, although some scouting may be required.

It applies to leaders, guides or instructors, who use these skills when leading participants during canoeing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canoeing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre canoes on grade 2 rivers.	2.1. Select suitable location, embark and launch canoe using technique suitable to situation to maintain stability. 2.2. Identify hydrological features from the water and utilise favourably to control and manoeuvre canoe. 2.3. Control direction of canoe forward, in reverse and sideways using a range of appropriate strokes, leans, edges and combinations. 2.4. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the canoe. 2.5. Utilise appropriate padding strokes and techniques to cross currents and break into and out of eddies. 2.6. Avoid or negotiate obstacles and hazards using a combination of strokes and paddling techniques. 2.7. Support canoe using the paddle to prevent capsizes. 2.8. Maintain visual contact and effective communication with party members throughout all activities. 2.9. Monitor party formation, paddling pace and space between canoes and make required adjustments.

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3. Plan and run routes through rapids.	3.1. Scout rapids from the water and shore to identify hydrological features, hazards and impediments. 3.2. Assess features and hazards to determine a safe route through rapids. 3.3. Plan route through rapids accounting for party member numbers, abilities and management during run. 3.4. Identify reference points to guide chosen passage through rapids. 3.5. Run predetermined route using avoidance techniques to safely negotiate river hazards. 3.6. Use efficient paddling techniques and strokes and utilise hydrological features to assist in turning and crossing currents.
4. Rescue self following a capsize.	4.1. Exit the canoe in a controlled manner, following a capsize, and recover paddle. 4.2. Maintain appropriate body position in water to minimise entrapment and injury. 4.3. Manoeuvre the paddle and upturned canoe to shore or to rescue craft. 4.4. Drain water from craft in safe shallow river position or on shore and re-enter craft on shore or in an eddy. 4.5. Use techniques when in deep water to empty water and re-enter canoe.
5. Perform deep water rescues in grade 2 rivers	5.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 5.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 5.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 5.4. Provide clear and concise instructions to person being rescued and others assisting. 5.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 5.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
6. Land and secure canoes.	6.1. Select a suitable location to exit the river, and to allow for any subsequent re-entries. 6.2. Land and disembark canoe using techniques suitable for river conditions to maintain stability. 6.3. Select a secure bank feature and secure canoe using appropriate knots. 6.4. Secure canoe for road transport, on activity conclusion, using suitable methods.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving river gradients, distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCNE004 Paddle a canoe on grade 2 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group canoe trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - use different locations to launch and land canoes to include:
    - the bank in moving water
    - ledges
    - eddies
  - run routes through at least four rapids
  - consistently control direction of canoes forward, in reverse and sideways using leaning, edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow and cross bow draw
    - feathered pry
    - feathered and sculling draw
    - low support using back and front of blade
    - forward and reverse J stroke
    - emergency stop
  - utilise the following techniques while consistently controlling the canoe:
    - combining strokes to effectively manoeuvre the canoe
    - breaking in and out of eddies and currents
    - forward and reverse ferry gliding
    - using hydrological features to assist with paddling, controlling the canoe and negotiating rapids
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore

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- complete three deep water rescues to assist a single capsized paddler, using these techniques:
  - T (or X) rescue
  - curl rescue
- provide one contact tow
- provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for canoeing activities
- suitable clothing and footwear for canoeing activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for canoeing including specialist sandals, river or paddling shoes and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for grade 2 river conditions and how to fit and adjust these for comfort and safety
- types of single and double open canoes suitable for use in grade 2 river conditions and:
  - location and function of different parts of the canoe
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with canoes used in grade 2 river conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry canoes
- equipment features and techniques used to secure canoes to the bank and for transportation
- communication protocols for group canoeing activities to include:
  - calls
  - hand and paddle signals
  - whistles
- the International River Grading system:

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  - strengths and limitations of the grading system; what is covered and not covered in classifications
  - specifications for grade 2 rivers
  - examples of local rivers attributed as grade 2
- typical hydrology features and hazards for grade 2 rivers, how to recognise features from the shore and water, and techniques used to safely negotiate hazards:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- different locations that can be used to embark, launch, land and disembark canoes in grade 2 waters including:
  - the bank in moving water
  - ledges
  - eddies
- for each of the above locations:
  - factors that affect selection
  - advantages and disadvantages of use
  - techniques used to embark, launch and land
- a range of strokes used in grade 2 river conditions to direct canoes forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps

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  - bow and cross bow draw
  - feathered pry
  - feathered and sculling draw
  - low support using back and front of blade
  - forward and reverse J stroke
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle and movement of top hand through the stroke
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- a range of techniques used to manoeuvre canoes in grade 2 water:
  - combining strokes and which combinations are effective
  - breaking in and out of eddies and currents
  - forward and reverse ferry gliding
- how certain types of hydrological features can be used to assist with paddling, controlling the canoe and negotiating rapids
- for self-rescues:
  - methods used to extricate self from inverted canoes
  - methods used to control and manoeuvre the paddle and canoe to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in grade 2 river conditions
  - how to empty water from canoes, and equipment used to assist
  - techniques used to re-establish upright canoe and re-enter in deep water
- for deep water rescues, the specific application of the following to grade 2 river conditions and open canoes:
  - features, functions and operation of equipment used for rescues, advantages and disadvantages
  - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
  - raft up techniques
  - T (or X) rescue techniques
  - curl techniques
  - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots
  - quick release knots.

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Assessment Conditions

Skills must be demonstrated on grade 2 rivers which must feature the following:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water, although some may require scouting.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during canoeing activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets
- pea-less whistles not affected by water
- open canoes which can include singles and doubles
- canoe paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - carabiners, Prusik cords and tape sling
  - bailing devices
  - knives
- activity plans to include details of planned route
- template safety checklists
- information about the International River Grading System
- organisational safety and emergency response procedures for canoeing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canoeing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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Links

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SISOCNE005 Lead canoeing activities on inland flatwater

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during canoeing activities on flatwater areas according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct canoeing techniques applicable to flatwater conditions. To do this, leaders must be proficient in canoeing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canoeing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate canoeing techniques applicable to flatwater conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise flatwater canoeing activities.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during flatwater canoeing activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCNE005 Lead canoeing activities on inland flatwater

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three canoeing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for canoeing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to canoeing activities in flatwater conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - games used to enhance the development of canoe skills
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated on inland flatwater areas which can be lakes, dams or slow moving rivers. The environment must feature the following:

- less than moderate wind conditions
- current flow is consistently documented as less than 1 knot.

An area for assessment should not be classified as flatwater if any of the following conditions are present:

- rapids of any grade
- surf of any size
- fetch greater than 1 nautical mile
- area is in the entrance to an estuary or embayment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs

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  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- pea-less whistles not affected by water
- open canoes which can include singles and doubles
- canoe paddles
- ropes and tie down straps
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for canoeing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canoeing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCNE006 Lead canoeing activities on moving water up to grade 1 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during canoeing activities on waterways that feature slow moving water conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct canoeing techniques applicable to slow moving water conditions. To do this, leaders must be proficient in canoeing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canoeing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate canoeing techniques applicable to slow moving river conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise	3.1. Supervise activity according to designated role, adjusting

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canoeing activities on slow moving water.	position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during canoeing activities on slow moving water.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCNE006 Lead canoeing activities on moving water up to grade 1 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three canoeing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - after each determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for canoeing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to canoeing activities on slow moving water:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - games used to enhance the development of canoe skills
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated in slow moving water conditions in light to moderate wind conditions. Waters can include:

- large bodies of open water such as lakes or dams with slow moving water
- an estuary or embayment with slow moving water
- slow moving water, including grade 1 rivers, which would feature:
  - long stretches of slow moving water
  - relatively few obstacles and no major ones
  - an easy passage to find and follow
  - in grade 1 rivers, regular small waves and or riffles.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations

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    - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- canoe helmets as required
- pea-less whistles not affected by water
- open canoes which can include singles and doubles
- canoe paddles
- ropes and tie down straps
- activity plans
- template:
    - safety checklists
    - participant informed consents
    - equipment fault reports
    - incident reports
- organisational safety, emergency response and first aid procedures for canoeing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canoeing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCNE007 Lead canoeing activities on grade 2 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during canoeing activities on grade 2 rivers according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct canoeing techniques applicable to grade 2 rivers. To do this, leaders must be proficient in canoeing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Canoeing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate canoeing techniques applicable to grade 2 rivers.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise canoeing activities on grade 2 rivers.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during canoeing activities on grade 2 rivers.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCNE007 Lead canoeing activities on grade 2 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three canoeing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief.
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for canoeing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to canoeing activities on grade 2 rivers:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - games used to enhance the development of canoe skills
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated on grade 2 rivers which must feature the following:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water, although some may require scouting.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions

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- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets
- pea-less whistles not affected by water
- open canoes which can include singles and doubles
- canoe paddles
- ropes and tie down straps
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for canoeing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a canoeing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCVE001 Traverse caves

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to travel through caves which feature frequently travelled tracks and a range of formations and features that may or may not be reliably marked on maps. It requires the ability to safely negotiate a range of terrain obstacles, hazards and cave formations using techniques that minimise environmental damage to the cave.

It applies to leaders, guides or instructors who use these skills when leading participants during caving activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and or support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Caving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for horizontal caving activities.	1.1. Obtain information on the features, formations and particular hazards for local caves. 1.2. Obtain and become familiar with cave maps, as available, and identify features that will assist with navigating the cave. 1.3. Plan a route and determine contingency routes and emergency escapes. 1.4. Select clothing, footwear and personal protective equipment suitable for caving conditions and activities. 1.5. Confirm activity safety and emergency response procedures, and minimal impact caving codes to ensure compliance during activities. 1.6. Confirm protocols for communications between party members. 1.7. Complete equipment safety checks prior to caving activities.
2. Navigate in caves.	2.1. Follow a route in a cave using a map, compass and underground navigation aids. 2.2. Use techniques to estimate distance travelled. 2.3. Identify features in the cave using map and compass to maintain route. 2.4. Make minor adjustments to route according to prevailing conditions, and navigate using aids, map and compass as required.
3. Travel through caves.	3.1. Maintain close contact and effective communication with party members throughout all activities. 3.2. Safely approach, and negotiate obstacles, hazards and cave terrain to minimise risk of injury. 3.3. Select and use caving techniques suitable to circumstances to move efficiently through caves. 3.4. Utilise a range of climbing techniques to explore caves. 3.5. Use techniques that minimise damage to equipment and the cave environment throughout all activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret complex and potentially unfamiliar technical information about routes and environmental features.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate detailed numerical data involving, distances, times, depths, gradients and degrees.
Problem-solving skills to:	• readily adapt to changing situations and terrain by selecting appropriate techniques and equipment to traverse caves efficiently.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCVE001 Traverse caves

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three caving trips and collectively:
  - navigate three pre-planned routes using maps, compass and underground navigation aids
  - utilise options provided in Assessment Conditions to determine two minor adjustments to routes
  - across the three trips, use at least three of the following techniques when traversing caves:
    - squeezing
    - crawling
    - rock scrambling
    - stooping
    - chimneying
    - bridging
    - walking through stream passages
- during each caving trip, consistently:
  - follow safety procedures and safely negotiate hazards
  - comply with minimal impact caving codes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for caving activities
- the key contents of caving codes, in particular those issued by the Australian Speleological Federation (ASF) including:
  - minimal impact caving code
  - code of ethics
- minimal impact techniques specific to the caving environment and why these are important to cave conservation:
  - avoiding sensitive areas and not accessing restricted areas
  - keeping to well used or marked tracks

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  - avoiding disturbance to cave fauna, nests and bones
  - taking care with hand and foot placement
  - avoiding or minimising eating in caves, or eating over containers to avoid spillage
  - removing all general and human (toileting) waste
- features of different types of local caves and cave formations sufficient to understand the overall characteristics of the cave setting and its particular hazards
- trusted sources and technologies used to access cave maps and guides for the region or locality
- characteristics of different types of cave maps, their different uses and advantages and disadvantages:
  - detailed cave maps
  - developed long sections
  - maps with wall details and labels
- symbols contained on cave maps and what they represent, and other information found on maps:
  - scale
  - map legend
  - magnetic declination
  - markers
  - gradient
  - distance
  - tracks
  - water depth
  - cross sections
  - significant cave features including speleothems
- map and compass techniques used to:
  - calculate bearings
  - orientate map to surroundings
  - determine location and maintain a designated route
- techniques used to estimate distance travelled within caves
- types of navigation aids found in caves and how these can assist with navigation:
  - track markers
  - built infrastructure
  - natural cave features including speleothems, water direction and air flow
- purpose, features, and correct fit for safety, of personal protective equipment for cavers to include:
  - clothing
  - footwear
  - gloves
  - caving helmets
  - headlamps

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- techniques used during cave traverses to include those for:
  - squeezing
  - crawling
  - rock scrambling
  - stooping
  - chimneying
  - bridging
  - walking through stream passages
- communication protocols used between cavers to include:
  - calls
  - hand signals
  - whistles
- typical hazards associated with horizontal caving activities, and techniques used to safely negotiate these:
  - falling rocks, water, debris
  - slippery or unstable terrain
  - narrow passages
  - sharp edges
  - vertical squeezes
  - darkness
  - unstable roof and floor
  - rising waters
  - elevated carbon dioxide levels.

Assessment Conditions

Skills must be demonstrated in natural caves which feature frequently travelled tracks and a range of formations and features which may or may not be reliably marked on maps.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during caving activities
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve adjusting planned routes
- personal protective equipment to include:
  - gloves

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  - caving helmets
  - headlamps
- compasses
- containers for the removal of liquid and solid waste including those for human waste
- cave maps and guides
- caving codes including those issued by the Australian Speleological Federation (ASF):
  - minimal impact caving code
  - code of ethics
- template safety checklists
- organisational safety and emergency response procedures for caving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a caving leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

Links

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SISOCVE002 Descend and ascend ladders in caves

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to descend and ascend vertical pitches in caves using ladders. It also requires the ability to belay ladder climbers during descents and ascents and to self-belay.

It applies to leaders, guides or instructors, who use these skills when leading participants during caving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Caving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ladder	1.1. Select clothing, footwear and personal protective

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descent or ascent.	equipment suitable for the caving activity and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between climber and belayer. 1.4. Identify position of ladder in relation to natural features to account for obstacles, hazards and techniques. 1.5. Attach and adjust belay equipment to self and tie knots suitable for the established belay system. 1.6. Complete equipment safety checks prior to descent, ascent, or belaying.
2. Descend and ascend and vertical ladders in caves.	2.1. Use safety procedures at bottom, top of and throughout descents and ascents to minimise risk to self and others present. 2.2. Use appropriate posture and fluent laddering techniques to descend and ascend cave ladders. 2.3. Utilise techniques for resting on a ladder to reduce fatigue. 2.4. Safely approach, avoid or negotiate hazards to descend and ascend in a controlled manner. 2.5. Maintain effective communication with belayer throughout descents and ascents. 2.6. Use techniques that minimise damage to equipment and the cave environment during climbs.
3. Belay ladder climbers during descents and ascents.	3.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 3.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 3.3. Maintain rope tension to minimise fall distance and ensure climber movement is not unduly restricted. 3.4. Monitor climber progress constantly, and maintain clear communication with climber. 3.5. Arrest falls promptly using technique suitable to belaying device and situation. 3.6. Safely and efficiently secure climber using tie off techniques; release tie off and allow climber to continue.
4. Self-belay during ladder descents and ascents.	4.1. Attach self to suitable belay device for climb with back up to maintain safety in the event of a fall. 4.2. Use appropriate posture and laddering techniques to execute self-belayed ladder descents and ascents. 4.3. Control self-belay system to execute safe and controlled ladder descents and ascents. 4.4. Utilise features of back up belay system in the event of a

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fall to self-arrest, self-rescue and complete climb.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes and ladders to determine appropriate tension for climbing and belaying.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCVE002 Descend and ascend ladders in caves

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete the following ladder climbs in natural caves:
  - two descents with a belayer
  - two ascents with a belayer
  - two self-belayed descents
  - two self-belayed ascents
- during each of the above climbs, consistently:
  - follow safety procedures and safely negotiate hazards to descend and ascend in a controlled manner
  - connect self to belay system using appropriate device and or knots
- complete two additional self-belayed climbs, simulating a self-arrest and self-rescue to complete the climb
- belay ladder climbers according to safety procedures, and complete the following:
  - one top rope, top belayed descent
  - one top rope, top belayed ascent
  - one top rope, bottom belayed descent
  - one top rope, bottom belayed ascent
  - two simulated climber falls, and safely and efficiently secure and release climbers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for caving activities
- purpose, features, and correct fit for safety, of personal protective equipment for laddering in caves to include:
  - clothing
  - footwear
  - gloves
  - caving helmets

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  - headlamps
  - harnesses of different types, advantages and disadvantages
- features, functions and operation of laddering equipment used in caves:
  - carabiners
  - maillon rapides
  - static and dynamic rope and when each might be used
  - tape
  - sewn sling
  - caving ladders
  - personal attachment systems, including cow's tails
  - Prusik cord
  - mechanical ascenders
  - belay systems:
    - top rope top belay
    - top rope bottom belay
    - self-belay
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
- types of equipment and knots used, and how to tie them, when:
  - attaching belay equipment to self
  - attaching belay system to anchors
  - attaching self to back up belay system for self-belays
  - attaching self to anchor
- types of personal and equipment safety checks completed prior to climbing and belaying
- laddering techniques and appropriate posture for:
  - descending and ascending caving ladders
  - resting on ladders
  - self-belayed ladder descents and ascents
- techniques for belaying others during ladder climbs in caves to include those for:
  - establishing belaying position for effective and safe use of belay system
  - rope handling and maintaining adequate rope tension
  - arresting climber falls
  - securing climber, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:
  - minimising belayer movement to retain stable position and stance

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    - minimising effects of force of climber fall and risk of injury to belayer
    - minimising risks of belayer fall
- communication protocols used between climbers and belayers in caves to include:
    - calls
    - hand signals
    - whistles
- typical hazards associated with vertical laddering in caves, and techniques used to safely negotiate these:
    - water pools, streams and seepage
    - falling rocks, water, debris, gear
    - abrasion points
    - sharp edges
    - vertical squeezes and overhangs
    - strong cave breezes
    - darkness
    - rising waters
    - rope and ladder tangles
    - broken or damaged rungs
- how to care for laddering equipment during activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to the cave environment when descending and ascending caving ladders.

Assessment Conditions

Skills must be demonstrated in a natural cave where ladders are used as part of recreational caving activities.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during caving activities
- personal protective equipment to include:
    - gloves
    - caving helmets
    - headlamps
    - harnesses

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- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- laddering equipment to include:
  - carabiners
  - maillon rapides
  - rope which can include static and or dynamic rope
  - tape or sewn sling
  - caving ladders
  - personal attachment systems, including cow's tails
  - Prusik cords
  - mechanical ascenders
  - descending devices
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for caving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a caving leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

Links

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SISOCVE003 Abseil single pitches in caves

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to abseil single pitches in caves. It also requires the ability to belay abseilers and to self-belay.

It applies to leaders, guides or instructors, who use these skills when leading participants during caving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Caving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the cave	1.1. Select clothing, footwear and personal protective

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abseil.	equipment suitable for the cave abseil and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Confirm protocols for communications between abseiler and belayer. 1.4. Interpret route description; identify position of natural features and the abseil route. 1.5. Attach descending device to abseil rope and tie knots suitable for the established belay system. 1.6. Complete equipment safety checks prior to abseiling or belaying.
2. Abseil vertical cave pitches.	2.1. Use safety procedures at top of and throughout descent to minimise risk to self and others present. 2.2. Use appropriate posture and abseiling techniques to execute descents. 2.3. Safely approach, avoid or negotiate hazards to descend in a controlled manner. 2.4. Maintain effective communication with belayer throughout descent. 2.5. Use techniques that minimise damage to equipment and the cave environment during abseil.
3. Belay abseilers during cave descents.	3.1. Avoid or negotiate hazards and use safety procedures to minimise risk to self and others present. 3.2. Establish belaying position and attach self to anchor, as required, to allow effective and safe use of belay system. 3.3. Maintain rope tension to minimise fall distance and ensure abseiler movement is not unduly restricted. 3.4. Monitor abseiler progress constantly, and maintain clear communication with abseiler. 3.5. Arrest falls promptly using technique suitable to belaying device and situation. 3.6. Safely and efficiently secure abseiler using tie off techniques; release tie off and allow abseiler to continue.
4. Self-belay during cave descents.	4.1. Attach self to suitable belay device for descent with back up to maintain safety in the event of a fall. 4.2. Use appropriate posture and abseiling techniques to execute self-belayed descents. 4.3. Control self-belay system to execute safe and controlled descents. 4.4. Utilise features of back up belay system in the event of a fall to self-arrest, self-rescue and complete descent.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for abseiling and belaying.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCVE003 Abseil single pitches in caves

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete the following single pitch abseils in natural caves:
  - four descents with a belayer
  - two self-belayed descents
- during each of the above abseils, consistently:
  - follow safety procedures and safely negotiate hazards to descend in a controlled manner
  - connect self to abseil and belay system using appropriate device and or knots
- complete two additional self-belayed descents, simulating a self-arrest and self-rescue to complete the descent
- belay abseilers according to safety procedures, and complete the following:
  - three top rope, top belayed descents
  - one bottom braked descent
  - two simulated abseiler falls, and safely and efficiently secure and release abseilers to continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for caving activities
- purpose, features, and correct fit for safety, of personal protective equipment for abseiling in caves to include:
  - clothing
  - footwear
  - gloves
  - caving helmets
  - headlamps
  - harnesses of different types, advantages and disadvantages
- features, functions and operation of abseiling equipment used in caves:
  - carabiners

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- maillon rapides
- static and dynamic rope and when each might be used
- tape
- sewn sling
- personal attachment systems, including cow's tails
- Prusik cord
- descending devices:
  - assisted locking
  - inline
  - plate
  - figure 8
  - tubular
  - improvised
- belay systems:
  - top rope top belay
  - bottom brake
  - self-belay
- belay devices:
  - assisted locking
  - inline
  - plate
  - figure 8
  - tubular
  - improvised
- types of equipment and knots used, and how to tie them, when:
  - attaching descending devices to abseil ropes
  - attaching belay system to anchors
  - attaching self to back up belay system for self-belays
  - attaching self to anchor
- types of personal and equipment safety checks completed prior to abseiling and belaying
- caving abseiling techniques, and appropriate posture for descents to include those for:
  - walking backwards on wet and dry surfaces
  - self-belayed descents
- techniques for belaying others during cave abseils to include those for:
  - establishing belaying position for effective and safe use of belay system
  - rope handling and maintaining adequate rope tension
  - controlling bottom brake system
  - arresting abseiler falls
  - securing abseiler, tying off belay system and releasing
- reasons for attaching belayer to anchor system when belaying others including:

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  - minimising belayer movement to retain stable position and stance
  - minimising effects of force of abseiler fall and risk of injury to belayer
  - minimising risks of belayer fall
- communication protocols used between abseilers and belayers to include:
  - calls
  - hand signals
  - whistles
- typical hazards for single pitch abseiling in caves, and techniques used to safely negotiate these:
  - water pools, streams and seepage
  - falling rocks, water, debris, gear
  - abrasion points
  - sharp edges
  - vertical squeezes and overhangs
  - strong cave breezes
  - darkness
  - rising waters
  - tangled rope
- how to care for abseiling equipment during caving activities to avoid damage, and promote long lifespan
- techniques used to minimise damage to the cave environment when abseiling in caves.

Assessment Conditions

Skills must be demonstrated in a natural cave where single pitch abseils are completed as part of recreational caving activities.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- participants with whom the individual interacts during caving activities
- personal protective equipment to include:
  - caving helmets
  - headlamps
  - gloves
  - harnesses
- anchors which can include:

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  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - maillon rapides
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - personal attachment systems, including cow's tails
  - Prusik cords
  - descending devices
  - belay devices
- template safety checklists
- organisational safety and emergency response procedures for caving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a caving leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

Links

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SISOCVE004 Descend and ascend single ropes in caves

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use single rope techniques to descend and ascend ropes in a caving environment.

It applies to leaders, guides or instructors, who use these skills when leading participants during caving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Caving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the single	1.1. Select clothing, footwear and personal protective

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rope descent or ascent.	equipment suitable for the caving activity and conditions. 1.2. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.3. Identify position of fixed rope in relation to natural features to account for obstacles, hazards and techniques. 1.4. Attach and adjust belay equipment to self and tie knots suitable for the established belay system. 1.5. Complete equipment safety checks prior to descent or ascent.
2. Descend and ascend a pitch using single rope techniques.	2.1. Descend and ascend a fixed rope efficiently, using and adjusting techniques suitable for circumstances. 2.2. Safely approach, avoid or negotiate hazards to descend and ascend in a controlled manner. 2.3. Utilise techniques and equipment to adjust the single rope rig. 2.4. Choose optimum position and complete safe and efficient changeovers between descending and ascending. 2.5. Use descending and ascending equipment for redirections and re-belays. 2.6. Use techniques that minimise damage to equipment and the cave environment during activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Numeracy skills to:	• visually estimate angles, estimate load on ropes to determine appropriate tension for ascents and descents.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOCVE004 Descend and ascend single ropes in caves

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete the following activities in natural caves using single rope techniques:
  - three descents
  - three ascents
- during the descents and ascents collectively use the following single rope techniques:
  - changeovers from descending to ascending
  - changeovers from ascending to descending
  - redirections and re-belays
  - changeover to another system while suspended on a rope
- during each activity, consistently:
- connect self to belay system and anchors using appropriate device and or knots
  - follow safety procedures and safely negotiate hazards to descend and ascend in a controlled manner by both:
    - bypassing obstacles
    - raising body weight.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for caving activities
- purpose, features, and correct fit for safety, of personal protective equipment for cavers to include:
  - clothing
  - footwear
  - gloves
  - caving helmets
  - headlamps
  - harnesses of different types, advantages and disadvantages
- features, functions and operation of equipment used for single rope descents and ascents in caves:

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- carabiners
- maillon rapides
- static and dynamic rope and when each might be used
- tape
- sewn sling
- personal attachment systems, including cow's tails
- Prusik cord
- foot loops
- mechanical ascenders
- descending devices:
  - assisted locking
  - inline
  - plate
  - figure 8
  - tubular
  - improvised
- belay systems:
  - top rope top belay
  - bottom brake
  - self-belay
- belay devices:
  - assisted locking
  - inline
  - plate
  - figure 8
  - tubular
  - improvised
- types of equipment and knots used, and how to tie them, when:
  - attaching self to belay system
  - attaching self to anchor
- safety requirements at the pitch head including use of personal attachment systems
- types of personal and equipment safety checks completed prior to descents and ascents
- how to care for equipment during caving activities to avoid damage, and promote long lifespan
- techniques used to adjust the rope rig to include those for changing:
  - cord length
  - types of descenders and ascenders
  - type of ascending action used
- single rope techniques used in caves to:
  - descend and ascend a fixed rope

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    - lock off during descent
    - changeover from descending to ascending
    - changeover from ascending to descending
    - complete redirections and re-belays
    - changeover to another system while suspended on a rope
    - avoid obstacles and rope knots during descents and ascents including bypassing and by raising body weight
- typical hazards associated with single rope descents and ascents in caves, and techniques used to safely negotiate these:
    - water pools, streams and seepage
    - falling rocks, water, debris, gear
    - abrasion points
    - sharp edges
    - vertical squeezes and overhangs
    - strong cave breezes
    - darkness
    - rising waters
    - tangled rope
- techniques used to minimise damage to the cave environment when descending and ascending single ropes.

Assessment Conditions

Skills must be demonstrated in a natural cave where single rope descents and ascents are used as part of recreational caving activities.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- personal protective equipment to include:
    - gloves
    - caving helmets
    - headlamps
    - harnesses
- anchors which can include:
    - fixed artificial
    - naturally occurring

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    - artificial removable
- single rope abseiling equipment:
    - carabiners
    - maillon rapides
    - rope which can include static and or dynamic rope
    - rope protectors
    - tape or sewn sling
    - personal attachment systems, including cow's tails
    - Prusik cords
    - foot loops
    - mechanical ascenders
    - descending devices
    - belay devices
- template safety checklists
- organisational safety and emergency response procedures for caving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a caving leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOCVE005 Establish ropes, ladders and belays for caving

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and set up belay systems, ropes and ladders suitable for single pitch recreational caving activities, and according to current conditions. It requires the ability to select the route and to select and utilise fixed artificial, naturally occurring or artificial removable anchors.

It applies to rigging staff and activity leaders who work independently or with limited guidance from others.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Caving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Select route and equipment suitable for the cave abseil.	1.1. Identify safe access to and egress from the pitch. 1.2. Determine descent and ascent route appropriate for conditions. 1.3. Select a belay system suitable for the abseil or climb, environmental conditions and participant. 1.4. Choose a belay device suitable for the cave conditions and belayer. 1.5. Select other equipment to suit abseil or climb requirements and participants. 1.6. Complete safety and serviceability checks on equipment and tag faulty equipment according to organisational procedures.
2. Set up caver belay system for caving.	2.1. Select anchors and assess condition, including performance under likely load and stability of surroundings. 2.2. Rig or establish multiple anchors, ensuring equalisation, and minimise potential for shock loading. 2.3. Select and tie appropriate knots, and rig ropes suitable for load and function within the belay system. 2.4. Establish a belay from which belayer is independent of the system. 2.5. Establish a belay that maintains safety of belayer and abseiler. 2.6. Position top rope or bottom brake belay away from hazards, or remove as able. 2.7. Determine need for, and establish, back up belay systems. 2.8. Complete safety checks according to organisational procedures.
3. Rig rope pitches and ladders for caving.	3.1. Rig ropes to minimise effects of rope stretch and rub points and to allow efficient descent and ascent. 3.2. Set up anchors and ropes to allow for a rescue. 3.3. Rig ladders for ease of use and safety. 3.4. Select and tie knots suitable for system type established. 3.5. Minimise risk of cross loading and miss-alignment of carabiners. 3.6. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly. 3.7. Rig to minimise impact on the cave environment. 3.8. Complete safety checks according to organisational procedures.

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational procedures for completing safety checks.
Writing skills to:	• use fundamental sentence structure to complete safety and serviceability forms and fault tags that require factual information.
Numeracy skills to:	• calculate loads for anchors and ropes under normal conditions and in the event of a fall • visually estimate distances to calculate lengths for ropes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCVE005 Establish ropes, ladders and belays for caving

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and set up belay systems and ropes suitable for single pitch abseiling and laddering in caves for four different pitches
- collectively set up the following types of systems:
  - cave ladders
  - doubled rope technique
  - single rope
  - releasable abseil line
  - rope systems suitable for single rope techniques, including rigs for redirections and re-belays
  - top rope top belay
  - tope rope bottom belay
  - bottom brake belay
  - self-belay
- collectively select and use these different types of anchors:
  - fixed artificial
  - naturally occurring
  - artificial removable
- collectively select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
- identify and tag three different types of faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for safety and serviceability checks
- how the following factors affect selection of descent and ascent routes for caving environments:
  - season of operation, weather and environmental conditions

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    - participant characteristics including age, size, weight, fitness and abseiling or climbing skill level
    - group objectives and size
- environmental hazards specific to abseiling and climbing in caves and how these affect:
    - safe access to and egress from the pitch
    - choice of descent and ascent routes for safety of abseiler or climber
    - positioning of top or bottom belay systems for safety of belayer
- features, functions, advantages and disadvantages of different types of anchors used in caves:
    - fixed artificial:
        - threads
        - bolts
        - chains
    - naturally occurring:
        - trees
        - in cave natural bollards and jug handles
    - artificial removable:
        - spring loaded camming devices
        - nuts, wires and hexes
        - pitons
- issues that are assessed when selecting anchors and likely impacts of poor condition on performance under load:
    - wear and abrasion due to age and use
    - corrosion
    - decay
    - dislodgment
    - underlying stability of structural features and presence of:
        - cracks
        - deformities
        - fissures
- meaning of the following terms, and principles which apply when rigging anchors and ropes:
    - equalisation of load
    - single point of failure
    - anchor redundancy
    - angle of separation
    - shock loading
    - cross loading and cyclical loading of carabiners
    - miss-alignment of carabiners
    - closing the system, including advantages, disadvantages and methods used

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- types of forces (upwards, downwards) generated during abseiling, climbing and belaying, and how to calculate load on anchors and ropes for these circumstances:
  - top rope top belay
  - tope rope bottom belay
  - bottom brake belay
  - self-belay
  - abseiler or climber descending under control
  - abseiler or climber fall
  - belayer arresting falls
- the effects of rope stretch during operations and implications if not minimised:
  - abrasions
  - rope bounce
  - undue stress on the anchor system
  - potential for abseiler or climber to impact with hazards, or become entangled
- features, functions, advantages and disadvantages of laddering, abseiling and belay equipment used in caves:
  - abseiling, climbing and belay systems for:
    - cave ladders
    - doubled rope technique
    - single rope
    - releasable abseil line
    - rope systems suitable for single rope techniques
    - top rope top belay
    - tope rope bottom belay
    - bottom brake belay
    - self-belay
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised

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  - harnesses of different types
  - carabiners
  - maillon rapides
  - static and dynamic rope and when each might be used
  - rope protectors
  - caving ladders
  - tape
  - sewn sling
  - personal attachment systems, including cow's tails
  - Prusik cord
  - foot loops
  - mechanical ascenders
- how the following factors affect the selection and rigging of above equipment:
  - site characteristics including position of rub points
  - weather and environmental conditions
  - participant size, weight, and abseiling or climbing ability
  - belayer to climber weight ratio
  - cumulative load for group size and number of abseils or ladder climbs
  - abseiling and laddering techniques to be used
  - distance, height and angle of anchor relative to abseil or climb position
- manufacturers' specifications for equipment use
- techniques used to establish belay systems for safety of belayer:
  - rigging belays for performance of rescues
  - attaching to anchor or self belay safety system
- techniques used to establish descending and ascending equipment for redirections and re-belays
- situations requiring back up belay systems
- when different knots are used, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight
  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- types of safety checks completed for rigging of equipment
- how to care for abseiling and laddering equipment when rigging to avoid damage, and promote long lifespan
- potential environmental impacts of rigging for abseiling and laddering in caves and techniques used to minimise damage.

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Assessment Conditions

Skills must be demonstrated in a natural cave where rigging is completed for recreational single pitch abseiling and laddering.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- personal protective equipment to include:
  - gloves
  - caving helmets
  - headlamps
  - harnesses
- anchors to include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- abseiling equipment to include:
  - carabiners
  - maillon rapides
  - rope which can include static and or dynamic rope
  - rope protectors
  - caving ladders
  - tape or sewn sling
  - personal attachment systems, including cow’s tails
  - Prusik cords
  - foot loops
  - mechanical ascenders
  - descending devices
  - belay devices
- template safety checklists
- organisational procedures for safety and serviceability checks.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a canyoning activity leader or rigger, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can be part time or full time experience.

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SISOCVE006 Lead caving activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during caving activities according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct caving activity techniques which might include abseiling, laddering, navigation and negotiation of cave formations when traversing caves. To do this, leaders must be proficient in caving skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Caving

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate caving activity techniques.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise caving activities.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during caving activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCVE006 Lead caving activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three caving sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for caving activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to caving activities:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
- potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in a natural cave used for recreational caving activities which may include fundamental abseiling and laddering, and traversing caves using fundamental techniques for navigation and negotiating cave formations, e.g. rock scrambling.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- personal protective equipment to include:
- gloves
- caving helmets
- headlamps
- harnesses
- activity equipment relevant to activities which might include abseiling and laddering equipment
- activity plans

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- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for caving activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a caving leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCYT001 Set up, maintain and repair bicycles

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select, set up and maintain bikes used for recreational cycling activities. It requires the ability to set up bikes to meet the requirements of pre-planned cycling activities and terrain, as well as for participant characteristics. It covers the ability to maintain and repair bike system components. Repairs can be completed both at base and in the field during activities.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to personnel working at all levels including activity assistants, support staff and leaders.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Select and set up bikes.	1.1. Identify, from activity plans, characteristics and abilities of participants, and activity terrain and route. 1.2. Select bikes to meet needs, size and proportions of riders and activity conditions. 1.3. Make required adjustments to ensure bikes are correct fit for riders and suitable for terrain requirements. 1.4. Complete pre-departure safety and serviceability checks and action faults according to organisational procedures.
2. Maintain and repair bicycles.	2.1. Use personal protective equipment and safe manual handling techniques throughout all activities. 2.2. Interpret and follow maintenance schedules and manufacturers' instructions. 2.3. Inspect bikes periodically to identify additional repair and maintenance requirements. 2.4. Clean bikes and parts using appropriate cleaning agents to prevent corrosion and deterioration. 2.5. Complete periodical maintenance on bicycle system components to restore equipment to optimum working condition. 2.6. Complete repairs according to reports or in response to incidents as they arise, at base or in the field. 2.7. Refer complex repair and maintenance requirements to technical specialists. 2.8. Complete maintenance records according to organisational procedures. 2.9. Assemble an in-field repair kit for use during activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret factual activity plan information and maintenance schedules in familiar formats • interpret potentially unfamiliar and complex manufacturer instructions and specifications.
Writing skills to:	• complete basic documents requiring factual information including fault tags and maintenance records.

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Numeracy skills to:	• complete bike measurements to approximate best fit for participants • complete basic calculations involving ratios to dilute cleaning products • identify and calculate accurate bicycle system settings and adjustments from specifications.
Planning and organising skills to:	• manage own timing to complete bike preparations, repairs and maintenance within departure deadlines.
Technology skills to:	• use specialist bicycle tools and equipment.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISOCYT001 Set up, maintain and repair bicycles

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- according to activity plans for three cycling activities operated in three different conditions:
  - select bicycles suited to conditions
  - assemble an in-field repair kit, including tools and spare parts, suited to conditions
  - adjust a total of three bicycles to suit the size of different participants and collectively make the following adjustments:
    - saddle position and height
    - handlebar height and width
    - distance from saddle to handlebars
    - position of gears and brakes
- complete pre-departure safety and serviceability checks on a total of two bicycles to include those for:
  - legally required accessories e.g. bells, reflectors, lights
  - handlebars and plugs
  - wheels, hubs and spokes
  - suspension
  - headsets
  - tyre condition and tyre pressure
  - chains and gears
  - brakes
  - bolts or quick release skewers
- clean and service the following bicycle systems, collectively across two different bikes:
  - frame
  - drivetrain
  - steering
  - brakes
  - suspension
  - wheels and hubs
  - tyres, including two puncture repairs

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    - accessories
- across the services, collectively :
    - remove, adjust and refit a total of two components
    - identify a total of two worn or damaged components and replace
    - lubricate components
- complete maintenance records for each bike serviced.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for completing repairs, maintenance and safety and serviceability checks
- different types of bikes used for recreational cycling activities, their differing construction features and how features are suited to different surfaces and terrain:
    - road bikes
    - mountain bikes
    - hybrid bikes
    - fixed gear
- how these factors that affect the selection of bikes:
    - participant characteristics:
        - age, height, reach and weight
        - current cycling experience and skill level
        - fitness level and physical capabilities
        - injuries and medical conditions
        - emotional, behavioural and intellectual ability or disability
    - cycling surface:
        - sealed roads, formed bike paths or trails
        - unsealed surfaces - gravel roads, fire trails, single track, open or rocky ground
    - gradient of terrain
    - manufacturers' specifications for bike use
- bike sizing guidelines, and how to take measurements to suit rider size, for:
    - road bikes
    - mountain bikes
    - hybrid bikes
- types of adjustments made to bikes to suit participant characteristics, surface and terrain and how to make these:
    - saddle position and height
    - handlebar height and width
    - distance from saddle to handlebars
    - position of gears and brakes

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    - suspension
    - tyre pressure including range of suitable pressures
- types of pre-departure safety and serviceability checks, how to complete these and what tools would be used, to include those for:
    - legally required accessories e.g. bells, reflectors, lights
    - handlebars and plugs
    - wheels, hubs and spokes
    - suspension
    - headsets
    - tyre condition and tyre pressure
    - chains and gears
    - brakes
- components and key operational features of these bicycle systems:
    - frame
    - drivetrain
    - steering
    - brakes
    - suspension
    - wheels and hubs
    - tyres
    - accessories
- for each of the above systems:
    - how to remove, adjust and refit components
    - how to identify worn or damaged components for replacement
    - cleaning requirements and techniques
    - lubrication requirements, as relevant
    - types of repairs referred to specialist technicians
- for tyres, how to remove tubes, repair punctures and re-inflate
- different types of cleaning products and how these are used on different bike parts:
    - cleaning solutions and sprays for removing mud and dirt
    - degreasers for cleaning chains and other moving parts
    - brake cleaners
    - suspension solutions and sprays
    - rust prevention polishes and sprays
- types and use of tools and equipment used to maintain and repair bicycles including those typically used in the field
- spare parts typically carried in the field
- safe manual handling techniques for bending, lifting and carrying heavy equipment during maintenance tasks
- types and correct use of personal protection equipment for maintaining bicycles

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- a range of formats for and inclusions of maintenance documents:
  - fault tags and reports
  - repair and maintenance reports.

Assessment Conditions

Skills can be assessed in the field or in an operational depot or a combination, provided that the situation is appropriate to the repair or maintenance task.

A depot can be:

- an industry workplace or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure use of:

- personal protective equipment for repair and maintenance activities
- bicycles of different types which can include:
  - road bikes
  - mountain bikes
  - hybrid bikes
- spare parts for all bicycle system components
- tools used to maintain and repair bicycles:
  - Allen keys
  - cassette remover
  - chain breaker
  - chain whip
  - crank puller and crank wrench
  - pliers, cable cutting pliers
  - pressure gauge
  - pumps and connectors
  - puncture repair kit
  - screwdrivers
  - spanners: ring, open ended, shifting, two cone, pedal, headset, sockets and ratchets
  - spoke key
  - tyre levers
- lubricants
- cloths, stiff and soft brushes used for cleaning
- cleaning products for bikes to include:
  - agents for removing mud and dirt
  - degreasers
  - brake cleaners
  - suspension cleaners

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    - rust prevention agents
- participant profiles
- activity plans
- manufacturer's cleaning, repair and maintenance instructions
- template maintenance documents:
    - fault tags and reports
    - repair and maintenance reports
- organisational:
    - procedures for completing repairs, maintenance and safety and serviceability checks
    - maintenance schedules.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational cycling programs, or as a bicycle technician, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOCYT002 Ride bicycles on roads and pathways, easy conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ride road bicycles as part of a group on easy road terrain, in lightly trafficked and other areas and according to planned routes.

Easy road terrain is defined as on sealed roads and sealed or unsealed, but compacted, off-road pathways over gentle gradients, with no steep ascents or descents. Light vehicular traffic would be present on roads with routes confined to minor roads.

It applies to leaders, guides or instructors, who use these skills when leading participants during cycling activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Cyclists must comply with the legislated road rules for the particular Australian state or territory, and with special road rules that apply to cyclists. All training and assessment activities must comply with the local state or territory requirements.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ride.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the ride and conditions, and check for safe working condition. 1.2. Complete safety and serviceability checks immediately before riding and correct bike deficiencies, as required. 1.3. Stow clothing, personal resources, and food according to access requirements during ride. 1.4. Interpret planned route from activity plans and maps to assist in following the route. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between riders and with motorists. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Ride bicycles in easy road and pathway conditions.	2.1. Mount and dismount bike safely while maintaining balance. 2.2. Control speed of bike using techniques suitable for sealed and compacted surfaces, to smoothly pedal, change gears and brake. 2.3. Establish and maintain an appropriate riding rhythm and pace to minimise fatigue, strain and injury. 2.4. Maintain appropriate posture, balance and weight shift to efficiently handle and control the bike in a straight line, through wide bends and around corners. 2.5. Ride in bunch formation, where appropriate, and make required adjustments to own pace and place in formation.
3. Negotiate hazards, obstacles and gentle gradients.	3.1. Modify riding technique to account for changes in gradient, on and off road surfaces. 3.2. Control line of direction and speed to safely approach, avoid or negotiate obstacles. 3.3. Choose and maintain posture and body position appropriate for negotiating gentle ascents and descents.

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	3.4. Utilise smooth and timely gear changes to assist pedalling effort when negotiating gentle ascents.
4. Negotiate minor roads in light vehicular traffic	4.1. Maintain appropriate position on the road to avoid collisions with vehicles and other users. 4.2. Monitor traffic conditions at minor intersections and roundabouts to safely negotiate a course of travel. 4.3. Monitor driveways and other situations for cars entering the traffic. 4.4. Ride at an appropriate speed for traffic conditions. 4.5. Maintain effective communication with party members, motorists and other users throughout all activities. 4.6. Ensure compliance with road rules and etiquette applicable to cycling.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speeds.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOCYT002 Ride bicycles on roads and pathways, easy conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group cycling trips each taking a different route
- during each trip:
  - utilise effective cycling techniques, modified to account for changes in surface, to:
    - mount and dismount without assistance on the flat
    - use efficient cadence for flat terrain and gentle gradients
    - execute timely and smooth gear changes, including for gentle ascents and descents
    - brake smoothly, including for gentle descents, negotiate corners and wide bends, using weight shift
    - choose and maintain appropriate body position and posture, including for flat terrain and gentle ascents and descents
    - ride in bunch formation for two short sections
  - consistently maintain a safe position on the road, pathway or trail, follow safety procedures and safely negotiate traffic conditions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for cycling activities
- clothing and footwear suitable for cycling activities:
  - types of clothing and fabrics that protect against the effects of weather conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear
  - types of cycling footwear including specialist cycling shoes and cleats and their advantages over other types of footwear
- features and functions of personal protective equipment, items used to improve rider comfort, and how to fit and adjust these for comfort and safety:
  - bicycle helmets
  - high visibility vests or clothing

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  - gloves
  - elbow pads
  - knee pads
  - wrist guards
  - padded shorts
  - eye protection
- features of bicycle saddlebags, handlebar bags and panniers, and techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of bicycle
  - to waterproof clothing, food and resources
- types of pre-departure safety and serviceability checks completed immediately prior to riding and how to complete, including those for:
  - tyre pressure appropriate for conditions
  - required accessories such as lights and reflectors
  - brakes
  - seat and or handlebars for best rider fit
  - handlebar plugs
- communication protocols used between groups of cyclists and with motorists and other users to include:
  - calls
  - hand signals
  - whistles, use of bike bell
- effective riding techniques for cycling on sealed roads and sealed or unsealed off-road pathways:
  - mounting and dismounting without assistance on the flat
  - using efficient cadence for flat terrain and gentle gradients
  - gear selection and timely and smooth changing of gears
  - smooth braking
  - weight shifting to negotiate corners and wide bends
  - changing posture and body position; sitting and standing and when both are effective
  - negotiating flat terrain and gentle ascents and descents
  - riding in bunch formation, and when this is appropriate
- how techniques would be modified to account for changes in gradient and surface
- safe position on minor roads and pathways to avoid collisions with motorists and other uses
- defensive cycling techniques applicable to riding on minor roads and in light traffic
- typical hazards associated with cycling on sealed roads and sealed or unsealed off-road pathways, and techniques used to safely negotiate these:
  - bridges
  - water on road

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  - bumps
  - depressions
  - potholes
  - drainage grates
  - rail crossings
  - moving and parked vehicles
  - other users: pedestrians, runners, horse riders
- etiquette applicable to cycling in groups and used with motorists and other users
- road rules applicable to cyclists for the particular state or territory
- special road rules that apply to cyclists for the particular state or territory.

Assessment Conditions

Skills must be demonstrated in riding conditions which feature:

- sealed roads and sealed or unsealed, but compacted, off-road pathways
- gentle gradients with no steep ascents or descents
- minor roads with light vehicular traffic.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during cycling activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant bicycle helmets
- road bicycles fitted with equipment compliant with local state or territory road law
- activity plans to include details of planned route
- cycling route maps and guides
- organisational safety and emergency response procedures for cycling activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCYT003 Ride bicycles on roads, up to moderate terrain and heavy traffic

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ride road bicycles as part of a group on both moderate road terrain and in heavily trafficked areas, according to planned routes.

Moderate road terrain is defined as on sealed roads over moderate ascents and descents. Terrain would vary across routes and would likely include a combination of gradients upwards from flat. Heavy vehicular traffic would be present and routes could cover major open roads and those within built up areas.

It applies to leaders, guides or instructors, who use these skills when leading participants during cycling activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Cyclists must comply with the legislated road rules for the particular Australian state or territory, and with special road rules that apply to cyclists. All training and assessment activities must comply with the local state or territory requirements.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ride.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the ride and conditions, and check for safe working condition. 1.2. Complete safety and serviceability checks immediately before riding and correct bike deficiencies, as required. 1.3. Stow clothing, personal resources, and food according to access requirements during ride. 1.4. Interpret planned route from activity plans and maps to assist in following the route. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between riders and with motorists. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Ride bicycles on moderate road conditions.	2.1. Mount and dismount bike safely, on different road gradients, while maintaining balance. 2.2. Control speed of bike using techniques suitable for sealed surfaces and changing gradients, to smoothly pedal, change gears and brake. 2.3. Establish and adjust riding rhythm and pace to minimise fatigue, strain and injury over changing gradients. 2.4. Maintain appropriate posture, balance and weight shift to efficiently handle and control the bike in a straight line, through winding bends and around corners. 2.5. Ride in bunch formation, where appropriate, and make required adjustments to own pace and place in formation, according to ability over changing gradients.
3. Negotiate hazards, obstacles and moderate gradients.	3.1. Modify riding technique to account for changes in gradient and road surface. 3.2. Control line of direction and speed to safely approach, avoid or negotiate obstacles. 3.3. Establish and maintain posture and body position appropriate for negotiating moderate ascents and

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	descents. 3.4. Utilise smooth and timely gear changes to assist pedalling effort when negotiating moderate ascents. 3.5. Maintain steady pace to ascend moderate inclines. 3.6. Utilise smooth and timely brake and balance techniques to descend moderate inclines under control.
4. Negotiate major roads in heavy vehicular traffic	4.1. Maintain appropriate position on the road to avoid collisions with vehicles and other users. 4.2. Monitor traffic conditions at major intersections and roundabouts to safely negotiate a course of travel. 4.3. Monitor driveways and other situations for cars entering the traffic. 4.4. Ride at an appropriate speed for heavy and variable traffic conditions. 4.5. Maintain effective communication with party members, motorists and other users throughout all activities. 4.6. Ensure compliance with road rules and etiquette applicable to cycling.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speeds.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCYT003 Ride bicycles on roads, up to moderate terrain and heavy traffic

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group cycling trips each taking a different route
- during each trip:
  - utilise effective cycling techniques, modified to account for ongoing changes in gradient, to:
    - mount and dismount without assistance on moderate inclines and declines
    - efficiently pedal and maintain steady cadence through use of gears
    - execute timely and smooth gear changes including for moderate ascents and descents
    - brake smoothly, including for moderate descents
    - negotiate corners, sweeping and winding bends using weight shift
    - choose and maintain appropriate body position and posture, including for moderate ascents and descents
    - maintain a steady pace when ascending moderate inclines
    - ride in bunch formation for two short sections
  - consistently maintain a safe position on the road, follow safety procedures and safely negotiate heavy traffic conditions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for cycling activities
- clothing and footwear suitable for cycling activities:
  - types of clothing and fabrics that protect against the effects of weather conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear
  - types of cycling footwear including specialist cycling shoes and cleats and their advantages over other types of footwear

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- features and functions of personal protective equipment, items used to improve rider comfort, and how to fit and adjust these for comfort and safety:
  - bicycle helmets
  - high visibility vests or clothing
  - gloves
  - elbow pads
  - knee pads
  - wrist guards
  - padded shorts
  - eye protection
- features of bicycle saddlebags, handlebar bags and panniers, and techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of bicycle
  - to waterproof clothing, food and resources
- types of pre-departure safety and serviceability checks completed immediately prior to riding and how to complete, including those for:
  - tyre pressure appropriate for conditions
  - required accessories such as lights and reflectors
  - brakes
  - seat and or handlebars for best rider fit
  - handlebar plugs
- communication protocols used between groups of cyclists and with motorists and other users to include:
  - calls
  - hand signals
  - whistles, use of bike bell
- effective riding techniques for cycling on sealed roads:
  - mounting and dismounting without assistance on different road gradients, including moderate inclines and declines
  - efficient pedalling and maintaining steady cadence through use of gears
  - gear selection and timely and smooth changing of gears
  - smooth braking, including for moderate descents
  - weight shifting to negotiate corners, sweeping and winding bends
  - changing posture and body position; sitting and standing and when both are effective
  - negotiating moderate ascents and descents
  - maintaining a steady pace when ascending moderate inclines
  - riding in bunch formation and when this is appropriate
- how techniques would be modified to account for changes in gradient from flat to moderate
- safe position on roads to avoid collisions with motorists and other users for:

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  - major open roads
  - those within built up areas
- defensive cycling techniques applicable to riding on major roads and in heavy traffic
- typical hazards associated with cycling on sealed roads, and techniques used to safely negotiate these:
  - bridges
  - water on road
  - bumps
  - depressions
  - potholes
  - drainage grates
  - rail crossings
  - moving and parked vehicles
  - other users: pedestrians, runners, horse riders
- etiquette applicable to cycling in groups and used with motorists and other users
- road rules applicable to cyclists for the particular state or territory
- special road rules that apply to cyclists for the particular state or territory.

Assessment Conditions

Skills must be demonstrated in riding conditions which feature:

- sealed roads
- a combination of road gradients upwards from flat terrain to moderate inclines
- moderate ascents and descents
- heavy vehicular traffic on either open roads or those within built up areas or a combination.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during cycling activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant bicycle helmets
- road bicycles fitted with equipment compliant with local state or territory road law
- activity plans to include details of planned route
- cycling route maps and guides
- organisational safety and emergency response procedures for cycling activities.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCYT004 Ride off road bicycles on easy trails

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ride mountain or other off road bicycles as part of a group on easy trails and according to planned routes.

This unit provides the skills to cycle off road on easy trails defined as trails that are likely to be a combination of fire road and wide single tracks with a gentle gradient, smooth surface and relatively free of unavoidable obstacles. The trail surface is mostly firm and stable but may have obstacles such as small logs, roots and rocks, and some areas of loose surface. Climbs and descents are mostly shallow but may include some moderately steep sections.

It applies to leaders, guides or instructors, who use these skills when leading participants during cycling activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

When on road, cyclists must comply with the legislated road rules for the particular Australian state or territory, and with special road rules that apply to cyclists. All training and assessment activities must comply with the local state or territory requirements.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ride.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the ride and conditions, and check for safe working condition. 1.2. Complete safety and serviceability checks immediately before riding and correct bike deficiencies, as required. 1.3. Stow clothing, personal resources, and food according to access requirements during ride. 1.4. Interpret planned route from activity plans and trail maps to assist in following the route. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between riders and with other trail users. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Ride bicycles off road in easy trail conditions.	2.1. Mount and dismount bike safely, on both smooth and uneven trail surfaces, while maintaining balance. 2.2. Control speed of bike using techniques suitable for off road smooth and uneven tread, to pedal, change gears and brake. 2.3. Select and adjust cadence appropriate for differing trail surfaces and gradient. 2.4. Adopt appropriate riding rhythm and pace to minimise fatigue, strain and injury and adjust according to trail conditions. 2.5. Maintain appropriate posture, balance and weight shift to efficiently handle and control the bike in a straight line, through bends and corners. 2.6. Ride in bunch formation, where appropriate, and make required adjustments to own pace and place in formation. 2.7. Maintain effective communication with party members and motorists and other users throughout all activities. 2.8. Ensure compliance of self and party members with road rules and etiquette applicable to off road cycling.

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3. Negotiate hazards, obstacles and gentle gradients.	3.1. Monitor trail for vehicles and other users, select and adjust appropriate riding position to avoid collisions. 3.2. Modify riding technique, posture and body position to account for trail surface obstacles. 3.3. Control line of direction and speed to safely approach, avoid or negotiate obstacles. 3.4. Choose and maintain posture and body position appropriate for negotiating gentle ascents and descents. 3.5. Utilise smooth and timely gear changes to assist pedalling effort when negotiating gentle ascents.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speeds.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCYT004 Ride off road bicycles on easy trails

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group off road cycling trips each taking a different route
- during each trip:
  - consistently maintain a safe position on the trail, follow safety procedures and safely negotiate hazards
  - utilise effective off road cycling techniques, modified to account for trail surface obstacles, to:
    - mount and dismount without assistance on both smooth and uneven trail surfaces
    - use efficient cadence for smooth and uneven trail surfaces, flat terrain and gentle gradients
    - execute timely and smooth gear changes, including for gentle ascents and descents
    - brake smoothly, including for gentle descents
    - negotiate corners and bends, using weight shift and other off road bike corning techniques
    - choose and maintain appropriate body position and posture, including for flat terrain and gentle ascents and descents
    - ride in bunch formation for two short sections.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for off road cycling activities
- clothing and footwear suitable for off road cycling activities:
  - types of clothing and fabrics that protect against the effects of weather conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear
  - types of cycling footwear for off road cycling including specialist mountain bike shoes and cleats and their advantages over other types of footwear

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- features and functions of personal protective equipment, items used to improve rider comfort, and how to fit and adjust these for comfort and safety:
  - bicycle helmets
  - high visibility vests or clothing
  - gloves
  - elbow pads
  - knee pads
  - wrist guards
  - padded shorts
  - eye protection
- features of mountain bike saddlebags, handlebar bags and panniers, and techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of bicycle
  - to waterproof clothing, food and resources
- types of pre-departure safety and serviceability checks completed immediately prior to riding and how to complete, including those for:
  - tyre pressure appropriate for conditions
  - required accessories such as lights and reflectors
  - brakes
  - seat and or handlebars for best rider fit
  - handlebar plugs
- communication protocols used between groups of off road cyclists and with other trail users to include:
  - calls
  - hand signals
  - whistles, use of bike bell
- for off road cycling on easy trails:
  - safe position on trails to avoid collisions with motorists and other users
  - effective riding techniques for:
    - mounting and dismounting without assistance on both smooth and uneven trail surfaces
    - using efficient cadence for smooth and uneven trail surfaces, flat terrain and gentle gradients
    - gear selection and timely and smooth changing of gears
    - smooth braking
    - weight shifting to negotiate corners and bends
    - cornering off road bikes
    - changing posture and body position; sitting and standing and when both are effective
    - negotiating flat terrain and gentle ascents and descents

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        - riding in bunch formation, and when this is appropriate on trails
    - how techniques would be modified to account for trail surface obstacles and changes in gradient
- typical hazards associated with cycling off road on easy trails, and techniques used to safely negotiate these:
    - small logs, roots and rocks
    - loose surface
    - ruts and corrugations
    - bumps
    - berms
    - depressions
    - pot holes
    - overhanging vegetation
    - bridges
    - drainage grates
    - water on road and slippery surfaces
    - vehicles
    - other users: pedestrians, runners, horse riders
- etiquette applicable to off road cycling in groups and used with other trail users
- road rules that are applicable to cyclists for the particular state or territory
- special road rules that apply to cyclists for the particular state or territory.

Assessment Conditions

Skills must be demonstrated in off road riding conditions which feature:

- easy trails that may combine fire roads and wide single tracks
- a trail surface which is mostly smooth, firm and stable but may have obstacles such as small logs, roots and rocks
- gentle gradient; climbs and descents which are mostly shallow but may include some moderately steep sections.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during cycling activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant bicycle helmets
- off road bicycles fitted with equipment compliant with local state or territory road law

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- activity plans to include details of planned route
- trail route maps and guides
- organisational safety and emergency response procedures for off road cycling activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCYT005 Ride off road bicycles on intermediate trails

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ride mountain or other off road bicycles as part of a group on intermediate trails and according to planned routes.

This unit provides the skills to cycle off road on intermediate trails defined as those that are likely to be a single trail with moderate gradients, variable surface and obstacles. Sections of the trail will have rocky or loose tread with obstacles such as logs, roots and rocks. Climbs and descents are mostly of moderate gradient but may include steep sections.

It applies to leaders, guides or instructors, who use these skills when leading participants during cycling activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

When on road, cyclists must comply with the legislated road rules for the particular Australian state or territory, and with special road rules that apply to cyclists. All training and assessment activities must comply with the local state or territory requirements.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ride.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the ride and conditions, and check for safe working condition. 1.2. Complete safety and serviceability checks immediately before riding and correct bike deficiencies, as required. 1.3. Stow clothing, personal resources, and food according to access requirements during ride. 1.4. Interpret planned route from activity plans and trail maps to assist in following the route. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between party members and with other riders. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Ride bicycles off road in intermediate trail conditions.	2.1. Mount and dismount bike safely, on different trail surfaces and gradients, while maintaining balance. 2.2. Control speed of bike using techniques suitable for rocky and loose tread and changing gradients, to pedal, change gears and brake. 2.3. Select and adjust cadence appropriate for rocky, loose and variable tread and changing gradients. 2.4. Adopt appropriate riding rhythm and pace to minimise fatigue, strain and injury and adjust according to trail conditions. 2.5. Maintain appropriate posture, balance and weight shift to efficiently handle and control the bike in a straight line, through bends and tight corners. 2.6. Monitor party formation, riding pace and space between riders and adjust own position and pace according to conditions. 2.7. Maintain effective communication with party members and other riders throughout all activities. 2.8. Ensure compliance of self and party members with

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	etiquette applicable to off road cycling.
3. Negotiate hazards, obstacles, moderate and steep gradients.	3.1. Monitor trail for other riders, select and adjust appropriate riding position to avoid collisions. 3.2. Modify riding technique, posture and body position to account for ongoing trail surface obstacles. 3.3. Control line of direction and speed to safely approach, and negotiate obstacles. 3.4. Choose and maintain posture and body position appropriate for negotiating moderate and steep ascents and descents. 3.5. Utilise smooth and timely gear changes to assist pedalling effort when negotiating moderate and steep ascents. 3.6. Utilise timely brake and balance techniques to descend moderate and steep inclines under control.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speeds.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SISOCYT005 Ride off road bicycles on intermediate trails

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group off road cycling trips each taking a different route
- during each trip:
  - consistently maintain a safe position on the trail, follow safety procedures and safely negotiate hazards
  - utilise effective off road cycling techniques, modified to account for trail surface obstacles, to:
    - mount and dismount without assistance on different trail surfaces, including rocky and loose tread, and on moderate and steep inclines and declines
    - use efficient cadence for rocky and loose trail surfaces, moderate and steep gradients
    - execute timely and smooth gear changes, including for moderate and steep ascents and descents
    - brake smoothly, including for moderate and steep descents
    - negotiate tight corners and bends, using weight shift and other off road bike corning techniques
    - smoothly ride trail obstacles and features
    - choose and maintain appropriate body position and posture, including for moderate and steep ascents and descents.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for off road cycling activities
- clothing and footwear suitable for off road cycling activities:
  - types of clothing and fabrics that protect against the effects of weather conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear
  - types of cycling footwear for off road cycling including specialist mountain bike shoes and cleats and their advantages over other types of footwear

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- features and functions of personal protective equipment, items used to improve rider comfort, and how to fit and adjust these for comfort and safety:
  - bicycle helmets
  - high visibility vests or clothing
  - gloves
  - elbow pads
  - knee pads
  - wrist guards
  - padded shorts
  - eye protection
- features of mountain bike saddlebags, handlebar bags and panniers, and techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of bicycle
  - to waterproof clothing, food and resources
- types of pre-departure safety and serviceability checks completed immediately prior to riding and how to complete, including those for:
  - tyre pressure appropriate for conditions
  - required accessories such as lights and reflectors
  - brakes
  - seat and or handlebars for best rider fit
  - handlebar plugs
- communication protocols used between groups of off road cyclists and with other trail riders to include:
  - calls
  - hand signals
  - whistles, use of bike bell
- for off road cycling on intermediate trails:
  - safe position on trails to avoid collisions with other riders
  - effective riding techniques for:
    - mounting and dismounting without assistance on different trail surfaces, including rocky and loose tread, and on moderate and steep inclines and declines
    - using efficient cadence for rocky and loose trail surfaces, moderate and steep gradients
    - gear selection and timely and smooth changing of gears
    - smooth braking, including for moderate and steep descents
    - weight shifting to negotiate bends and tight corners
    - cornering off road bikes
    - changing posture and body position; sitting and standing and when both are effective
    - negotiating moderate and steep ascents and descents

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    - how techniques would be modified to account for trail surface obstacles and changes in gradient
- typical hazards associated with cycling off road on intermediate trails, and techniques used to safely negotiate these:
    - logs, roots and rocks
    - loose surface
    - ruts and corrugations
    - bumps
    - berms
    - depressions
    - pot holes
    - trees and overhanging vegetation
    - bridges
    - drainage grates
    - water crossings
- etiquette applicable to off road cycling.

Assessment Conditions

Skills must be demonstrated in off road riding conditions which feature:

- intermediate single trails
- a trail surface which is variable including rocky or loose tread with obstacles such as logs, roots and rocks
- moderate to steep gradient; climbs and descents which are mostly moderate but may include some steep sections.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during cycling activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant bicycle helmets
- off road bicycles fitted with equipment compliant with local state or territory road law
- activity plans to include details of planned route
- trail route maps and guides
- organisational safety and emergency response procedures for off road cycling activities.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCYT006 Lead cycling activities on roads and pathways, easy conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during cycling activities on minor roads and off-road pathways according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct on road cycling techniques applicable to easy road and pathway conditions. To do this, leaders must be proficient in cycling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate cycling technique applicable to easy road and pathway conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise cycling activities on minor roads and	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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off-road pathways.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during cycling activities on minor roads and off-road pathways.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCYT006 Lead cycling activities on roads and pathways, easy conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three cycling sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for cycling activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to cycling activities on minor roads and off-road pathways:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in riding conditions which feature:

- sealed roads and sealed or unsealed, but compacted, off-road pathways
- gentle gradients with no steep ascents or descents
- minor roads with light vehicular traffic.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant bicycle helmets
- road bicycles fitted with equipment compliant with local state or territory road law
- activity plans
- template:
  - safety checklists
  - participant informed consents

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  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for cycling activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCYT007 Lead cycling activities on roads, up to moderate terrain and heavy traffic

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during cycling activities on major roads within heavy traffic conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct on road cycling techniques applicable to moderate terrain and difficult road conditions. To do this, leaders must be proficient in cycling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate on road cycling techniques applicable to moderate terrain and difficult road conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise on road cycling activities in difficult road	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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conditions.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during cycling activities in difficult road conditions.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCYT007 Lead cycling activities on roads, up to moderate terrain and heavy traffic

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three cycling sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for cycling activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to cycling activities on major roads within heavy traffic conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in riding conditions which feature:

- sealed roads
- a combination of road gradients upwards from flat terrain to moderate inclines
- moderate ascents and descents
- heavy vehicular traffic on either open roads or those within built up areas or a combination.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant bicycle helmets
- road bicycles fitted with equipment compliant with local state or territory road law
- activity plans
- template:

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  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for cycling activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCYT008 Lead off road cycling activities on easy trails

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during off road cycling activities on easy trails according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct off road cycling techniques. To do this, leaders must be proficient in off road cycling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate off road cycling technique applicable to easy trails.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise off road cycling activities on easy trails.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during off road cycling activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOCYT008 Lead off road cycling activities on easy trails

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three off road cycling sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for off road cycling activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to off road cycling activities on easy trails:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in off road riding conditions which feature:

- easy trails that may combine fire roads and wide single tracks
- a trail surface which is mostly smooth, firm and stable but may have obstacles such as small logs, roots and rocks
- gentle gradient; climbs and descents which are mostly shallow but may include some moderately steep sections.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant bicycle helmets
- off road bicycles fitted with equipment compliant with local state or territory road law
- activity plans
- template:

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- safety checklists
- participant informed consents
- equipment fault reports
- incident reports

- organisational safety, emergency response and first aid procedures for off road cycling activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOCYT009 Lead off road cycling activities on intermediate trails

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during off road cycling activities on intermediate trails according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct off road cycling techniques. To do this, leaders must be proficient in off road cycling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cycle Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate off road cycling technique applicable to intermediate trails.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise off road cycling activities on intermediate trails.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during off road cycling activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOCYT009 Lead off road cycling activities on intermediate trails

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three off road cycling sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for off road cycling activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to off road cycling activities on intermediate trails:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in off road riding conditions which feature:

- intermediate single trails
- a trail surface which is variable including rocky or loose tread with obstacles such as logs, roots and rocks
- moderate to steep gradient; climbs and descents which are mostly moderate but may include some steep sections.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant bicycle helmets
- off road bicycles fitted with equipment compliant with local state or territory road law
- activity plans
- template:

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  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for off road cycling activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISODRV001 Drive AWD/4WD vehicles on unsealed roads

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to operate all-wheel drive and four drive vehicles on graded formed dirt roads. It also requires the ability to negotiate minor water crossings.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to all delivery personnel working at any level including support staff, activity assistants and leaders. They drive vehicles for a range of purposes including transporting participants, personnel and equipment to and from activity sites.

Driving is regulated by specific laws in each Australian state and territory with variable rules. All training and assessment activities must comply with the local state or territory road rules and driver licensing requirements. This unit assumes the driver has knowledge of applicable road rules which do not need to be assessed.

Pre-requisite Unit

Nil

Competency Field

Driving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for departure.	1.1. Confirm organisational safety and emergency response procedures to ensure compliance during trip. 1.2. Complete pre-start checks on oil, fuel and water. 1.3. Check and adjust tyre pressure to suit road conditions and terrain. 1.4. Check equipment and resources are loaded to ensure balance, and secure load. 1.5. Adjust steering wheel, seats and mirrors to suit own driving position.
2. Operate vehicle.	2.1. Set and operate vehicle equipment and controls appropriate to road conditions and terrain. 2.2. Drive vehicle at speed appropriate for road, traffic and terrain conditions. 2.3. Maintain traction of vehicle using smooth acceleration and braking techniques suited to road conditions and terrain. 2.4. Monitor and safely negotiate road conditions, hazards and other users constantly to avoid vehicle damage and collisions. 2.5. Park and shut down vehicle according to manufacturer’s specifications.
3. Negotiate minor water crossings.	3.1. Inspect water crossings for depth, flow rate and solidity of base prior to crossing. 3.2. Negotiate water crossings using appropriate speed, gear selection and device engagement while maintaining safety of vehicle, personnel and environment.
4. Change wheels.	4.1. Locate jack and position according to manufacturers' specifications. 4.2. Remove and replace wheel according to manufacturers’ specifications.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret basic factual information on road signs and in manufacturer's specifications.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speeds.
Planning and organising skills to:	• manage own timing to complete trip within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISODRV001 Drive AWD/4WD vehicles on unsealed roads

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three trips in all-wheel or four feel drive vehicles on three different graded formed dirt roads
- during each trip consistently follow safety procedures and safely negotiate hazards and road conditions
- complete a minor water crossing on three occasions
- change a total of three wheels.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for driving activities
- difference between all-wheel and four feel drive vehicles, at a basic level of understanding
- manufacturers' specifications for wheel replacement
- features, function and operation of AWD and 4WD vehicle equipment and controls used for dirt road driving and when negotiating minor water crossings:
  - instruments
  - traction devices
  - wheel hubs, self-locking and manual locking
- how tyre pressure can affect comfort and safety of dirt road driving and how to determine appropriate tyre pressure for a range of conditions and loads
- factors that affect a vehicle’s traction on dirt roads
- techniques used to maintain traction including those for:
  - braking
  - acceleration
  - steering
- meaning of centre of gravity for a vehicle and factors that affect this when driving
- driving techniques used when negotiating minor water crossings
- features, functions and operation of equipment for:
  - checking oil and water

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  - changing tyre pressure
  - securing loads
  - changing wheels
- typical hazards associated with driving on unsealed roads, and techniques used to safely negotiate these:
  - blind corners
  - one-lane bridges
  - slippery road surface
  - bumps
  - depressions
  - potholes
  - drainage grates
  - rail crossings
  - moving and parked vehicles
  - other users:
    - cyclists
    - pedestrians
    - runners
    - horse riders.

Assessment Conditions

Skills must be demonstrated on graded formed dirt roads and in environments which feature minor water crossings.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- all-wheel drive or four wheel drive vehicles
- wheel changing equipment including jacks
- spare fully functioning wheels and tyres
- organisational safety and emergency response procedures for driving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a driver’s licence which complies with local state or territory law.

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SISODRV002 Lead four wheel driving activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during four wheel driving activities in a range of conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct a range of techniques associated with four wheel driving. This might involve driving, basic maintenance, vehicle recovery and operation of ancillary equipment. To do this, leaders must be proficient in four wheel driving and ancillary skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

Driving is regulated by specific laws in each Australian state and territory with variable rules. All training and assessment activities must comply with the local state or territory road rules and driver licensing requirements. This unit assumes the driver has knowledge of applicable road rules which do not need to be assessed.

Pre-requisite Unit

Nil

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Competency Field

Four Wheel Driving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match activities and prevailing conditions; complete safety checks. 1.4. Check participants' own ancillary equipment, if provided, and confirm it is in safe working condition.
2. Brief participants and demonstrate four wheel driving and associated techniques.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise four wheel driving	3.1. Supervise activity according to designated role, adjusting position and role as required.

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activities.	3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during four wheel driving activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISODRV002 Lead four wheel driving activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three four wheel driving sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for four wheel driving activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to four wheel driving activities:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in off road conditions which can involve varied terrain, track surfaces and gradients.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- vehicle recovery equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- four wheel drive vehicles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for four wheel driving sessions.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a four wheel leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience
- hold a driver's licence which complies with local state or territory law.

Links

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SISOFLD001 Assist in conducting recreation sessions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist in the conduct of any type of indoor or outdoor recreation activity session. It requires the ability to assist with equipment and participant preparation and to interact with participants to assist with activity technique and adherence to activity rules.

This unit applies to any type of organisation that delivers indoor and outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to those who assist with the delivery of recreational activities. Assistant leaders use little judgement and work within the parameters of plans and procedures. They work under close supervision, and according to instructions and guidance provided by supervising activity leaders who may be guides or instructors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Field Operations

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with activity preparation.	1.1. Confirm, with supervising leader, activity logistics and objectives and participant characteristics and abilities. 1.2. Determine, with supervising leader, individual roles, tasks and responsibilities. 1.3. Assist with the selection of equipment and with safety and serviceability checks. 1.4. Discuss and identify, with supervising leader, potential hazards and associated risks for the activity. 1.5. Confirm activity safety and emergency response procedures to ensure compliance of self and participants during activities.
2. Assist with participant preparation.	2.1. Check suitability of participants' clothing and footwear for activity and report to supervising leader. 2.2. Assist, as directed, with setting up equipment for activity and fitting to participants. 2.3. Assist participants to understand activity rules, codes, safety procedures and communication protocols.
3. Assist with session activities.	3.1. Respond to participant queries or difficulties within scope of ability and responsibility or refer to supervising leader. 3.2. Assist participants with activity technique and use of equipment, as directed by supervising leader. 3.3. Communicate information about technique clearly and constructively to encourage participant confidence. 3.4. Assist supervising leader to monitor participant behaviour, and compliance with activity rules, codes, safety procedures and communication protocols. 3.5. Reinforce activity rules, and report any ongoing breaches to ensure safe conduct of activities. 3.6. Monitor equipment for faults and refer to supervising leader.
4. Complete post activity responsibilities.	4.1. Assist with equipment retrieval, inspection and storage. 4.2. Participate in activity debrief, provide feedback from self and participants and suggest improvements for future activities. 4.3. Review own performance and discuss how to improve.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Oral communications skills to:	• ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Learning skills to:	• review own performance and comments from others to identify skills that need development.
Teamwork skills to:	• pro-actively and cooperatively work within teams of activity leaders to deliver a quality experience to participants.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOFLD001 Assist in conducting recreation sessions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assist with the setting up and delivery of three activity sessions for a group of participants
- during each of the above sessions, consistently:
  - work within role boundaries and responsibilities and follow supervising leader's direction
  - communicate clearly and positively with participants to assist with activity technique and adherence to activity rules and safety procedures
- after each activity session, participate in a debrief
- utilise options provided in Assessment Conditions to:
  - respond to a total of three participant problems involving non-compliance with activity rules, codes or safety procedures
  - respond to a total of three different equipment faults that have arisen during activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures
- different reasons and objectives for people participating in recreational activities
- specific to the particular type of recreational activity:
  - role boundaries and responsibilities of activity assistants
  - roles and responsibilities of different types of activity leaders including guides and instructors
  - potential hazards and associated risks for the activity and safety procedures used to manage these
  - suitable clothing and footwear
  - factors that affect the selection of equipment, including personal protective equipment, to suit individual participants:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities

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    - injuries and medical conditions
  - communication protocols used between participants, leaders and assistants during activities
- communication techniques used to:
  - provide participant information to improve activity technique
  - encourage participant confidence
  - reinforce activity rules and correct breaches
  - provide feedback during debrief.

Assessment Conditions

Skills must be demonstrated in an environment specific to the particular type of indoor or outdoor recreation activity, and the following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment relevant to the recreational activity.

Assessment must ensure use of:

- a group of participants with whom the individual interacts
- activity leaders, guides or instructors who supervise the candidate
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - participant problems involving non-compliance with activity rules, codes or safety procedures
  - equipment faults
- activity and personal protective equipment specific to the particular type of outdoor recreation activity
- organisational safety and emergency response procedures for activity sessions, specific to the particular type of outdoor recreation activity.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a recreational activities leader, guide or instructor; the three years' experience can incorporate full and or part time experience.

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SISOFLD002 Minimise environmental impact

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to implement predetermined minimal environmental impact practices while delivering outdoor recreation activities. Environmental impact includes that to the natural environment and to Indigenous and non-Indigenous heritage and cultural sites.

References to land managers and land management are used for simplicity and can equally apply to other environments such as marine locations.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to all delivery personnel working at any level including support staff and assistants, and leaders including guides and instructors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Field Operations

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine environmental impacts of outdoor recreation activities.	1.1. Interpret organisational minimal impact plans, practices and codes for the specific outdoor recreation activity. 1.2. Identify potential environmental impacts caused by activity and identify specific causes. 1.3. Evaluate consequences of impact on the environment including heritage or cultural sites.
2. Communicate minimal impact practices to participants.	2.1. Explain aims of minimal impact plans and practices to activity participants. 2.2. Communicate unique aspects of the setting and potential impacts of activities. 2.3. Provide clear participant instructions for minimal impact practices and any cultural protocols for heritage or cultural sites. 2.4. Monitor participant adherence to practices and assertively correct breaches.
3. Conduct activities with minimal impact.	3.1. Follow organisational minimal impact plans, practices and codes throughout all activities. 3.2. Comply with conditions of land manager permits and permissions that relate to location usage and practices. 3.3. Use equipment in a manner that reduces impact on the natural environment. 3.4. Demonstrate appropriate behaviour toward the environment when interacting with participants. 3.5. Utilise heritage or cultural sites according to land management requirements and codes. 3.6. Note and report any inappropriate practices to relevant personnel and provide suggestions for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed and sometimes unfamiliar documents and information which can include:
	  • organisational minimal impact plans, practices and codes
	  • land management permits, permissions and conditions.

Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Initiative and enterprise skills to:	• identify any organisational deficits in minimal impact practices and suggest improvements.
Teamwork skills to:	• pro-actively and cooperatively work within teams of activity leaders and support staff to manage environmental impacts during activities.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOFLD002 Minimise environmental impact

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for a particular setting in which outdoor recreational activities are delivered:
  - source information on the environmental, cultural and heritage characteristics of the setting and any unique aspects, and organise into a portfolio
  - provide information in a brief written or verbal report on potential causes and consequences of environmental damage as they relate to two different types of outdoor recreation activities
- interact with participant groups during the delivery of three recreational activity sessions
- during each of the three sessions:
  - promote practices that minimise impact on both the natural environment and cultural and heritage sites
  - ensure compliance of self and participants with organisational plans, practices and codes of conduct for minimal environmental impact
- utilise options provided in Assessment Conditions to identify organisational deficits in minimal impact practices and incorporate suggested improvements in debriefs or reports.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific to particular types of outdoor recreation activities:
  - the key contents of minimal impact codes, standards or guidelines issued by industry associations, land management authorities, Indigenous custodians, or other stakeholders and how these can be adopted by organisations
- for a particular setting in which outdoor recreational activities are delivered:
  - organisational plans, practices and codes of conduct for minimal environmental impact
  - conditions of any land manager, owner or Indigenous custodian permits or permissions that relate to:
    - parameters of location use for recreational activities: area restrictions, dispersal of use, allowable activity types, locations, times, participant numbers
    - the use of appropriate minimal environmental practices and cultural protocols

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  - basic features of ecological systems and their interrelationships sufficient to understand the overall environmental characteristics of the setting
  - specific problems of fragile environments and threatened species
  - characteristics and sensitivities of unique aspects including those for cultural and heritage sites
- potential causes and consequences of environmental damage as they relate to specific types of outdoor recreation activities:
  - use of equipment
  - human impact
  - equine impact, as relevant
  - impact of transportation to and from activity sites
- typical organisational minimal impact practices which activity assistants, support staff and leaders must implement in the field:
  - avoiding sensitive areas
  - ensuring restricted areas are not accessed
  - following pre-determined access routes to transport participants and equipment
  - keeping to marked tracks or routes
  - using low impact equipment
  - ensuring cultural protocols are used at cultural and heritage sites
  - ensuring participants don’t damage or take souvenirs from natural, cultural or heritage sites
  - implementing basic biosecurity measures to limit the spread of pests and diseases
  - using appropriate general and human waste disposal methods.
- methods used to communicate minimal impact practices to participants including through briefings, conversations, demonstrations and instruction.

Assessment Conditions

Skills must be demonstrated in a setting where outdoor recreation activities are delivered and where there is at least one cultural or heritage site present.

Assessment must ensure use of:

- a group of participants with whom the individual interacts
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve identifying and reporting on organisational deficits in minimal impact practices
- equipment specific to the particular type of outdoor recreation activity
- minimal impact codes, standards or guidelines issued by industry associations, land management authorities, Indigenous custodians or other stakeholders
- organisational plans, practices and codes of conduct for minimal environmental impact
- permits or permissions and conditions that relate to the use of appropriate minimal environmental practices and cultural protocols.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a recreational activities leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOFLD003 Select, set up and operate a temporary or overnight site

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select, set up, operate and dismantle a temporary or overnight site used during any type of outdoor recreation activity. Temporary sites include those used for rest and meal stops, and overnight camping. It requires the ability to pre-plan operational logistics for sites including menu planning for participants.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders and support staff who work independently in the field using discretion and judgement to manage operational logistics and risk.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Field Operations

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select site.	1.1. Obtain information to determine preferences, expectations and needs of participants that relate to food and shelter. 1.2. Obtain information on available sites within operational zone of outdoor recreation activities. 1.3. Pre-select and book site, if required, to meet participant needs and operational requirements of activity. 1.4. Where no designated area exists, select site for comfort, safety, minimal environmental impact and in compliance with land management requirements.
2. Plan outdoor menus.	2.1. Plan nutritionally-balanced menus, taking account of activity and participant factors. 2.2. Identify special requests and ensure special meals are provided for those with special dietary requirements. 2.3. Identify food safety hazards involved in storing, preparing and serving planned meals; assess risks, and take action to eliminate or minimise them.
3. Select and pack equipment and resources.	3.1. Select catering equipment according to food preparation and service requirements. 3.2. Select shelter equipment to meet participant needs and anticipated weather conditions. 3.3. Obtain food, beverage, water and other resources to meet requirements for the stay. 3.4. Complete pre-departure safety and serviceability checks on equipment. 3.5. Pack equipment and resources according to route terrain, perishability of food, and access requirements during activity.
4. Set up site.	4.1. Assess site, identify hazards and take measures to minimise risk of injury. 4.2. Identify sources of supplementary natural water and treat, as required, for human consumption. 4.3. Set up site facilities for shelter, catering, and waste disposal according to land management requirements for minimal environmental impact. 4.4. Arrange shelter appropriate for prevailing weather and conditions and to ensure comfort and safety.
5. Operate and dismantle temporary site.	5.1. Brief participants on site behaviour, safe zones, boundaries, waste disposal and sanitation practices. 5.2. Prepare and serve food using safe and hygienic food

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preparation and handling practices.

5.3. Operate temporary site equipment, monitor and assist participants' use to maintain comfort, safety and hygiene.

5.4. Clean, dismantle, pack and store equipment and resources.

5.5. Remove waste from site where disposal facilities are unavailable.

5.6. Leave site in original or improved condition; note and report any site problems to relevant personnel or authorities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar and potentially complex information about participant characteristics and land management requirements.
Writing skills to:	• use fundamental sentence structure to complete pre-departure safety and serviceability forms that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Numeracy skills to:	• calculate and load correct quantities of equipment and resources.
Teamwork skills to:	• pro-actively and cooperatively work within teams of activity leaders and support staff to organise logistics, solve operational problems and deliver a quality experience to participants.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SISOFLD003 Select, set up and operate a temporary or overnight site

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan for the provision of meals which meet the daily fluid, nutritional and energy requirements of participants for the duration of one activity
- select, set up and operate a temporary rest and meal stop on two occasions
- select, set up and operate an overnight camp site, which has no permanent facilities, on at least one occasion
- during all temporary stops, consistently:
  - manage the safety of the site for participants
  - ensure compliance of self and participants with minimal environmental practices
  - ensure food safety practices are implemented for handling and storage of food and for cleaning catering equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- factors that affect the selection of meal and camping sites:
  - location in relation to activity site
  - current weather and environmental conditions
  - land management requirements sufficient to know:
    - where meal and camping stops are allowed and under what conditions
    - how to obtain and maintain permits or permissions
  - preferences, expectations and needs of:
    - different types of consumer groups that participate in outdoor recreation activities
    - the particular participant group
  - availability of:
    - food preparation and service facilities
    - toilet and washing facilities
    - space to set up all facilities and sufficient space from other users
  - availability of desirable environmental features:
    - level ground with good drainage

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    - shade
    - shelter from sun and wind
    - natural water supplies
- hazards associated with meal and camping sites and methods used to manage associated risks:
    - slippery or unstable terrain
    - natural and man-made debris
    - unstable trees and tree branches
    - spiders, insects, snakes and fauna
    - changing environmental conditions such as storm, snow, flood and bush fire
- specific to meal and camp sites, practices used to manage minimal environmental impact:
    - following pre-determined access routes to transport participants and equipment
    - keeping to marked tracks or routes to access natural features, and temporary or permanent facilities
    - using appropriate methods for general and human waste disposal
    - managing fires, including requirements when total fire ban days are invoked
- features, set up and operation of typical shelter and other equipment, and appropriateness for different weather conditions:
    - tents
    - bivvies
    - swags
    - bedding and sleeping bags
    - tables, chairs
    - lighting
- for the selection, preparation and service of food:
    - basic principles of nutrition sufficient to know the food groups, source of nutrients and the basis of a balanced meal plan
    - specific to the particular type of outdoor recreation activity, daily fluid and energy requirements of participants and any local environmental conditions which impact
    - meaning of food allergy and food intolerance, and basic understanding of consequences of exposure to or consumption of untolerated food
    - food preparation methods for a range of meals typically available at meal and camp stops
    - food safety practices for handling and storing a range of food types typically available at meal and camp stops; and those for cleaning food preparation and service equipment
    - features, set up and operation of food preparation equipment typically used at meal and camp stops
    - methods used to treat natural water for human consumption
- safe manual handling techniques used to avoid injury when shifting and packing equipment
- importance of loading equipment and supplies for:

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- even weight distribution and load balance particular to the transportation mode and terrain (vehicle, vessel, watercraft, cycle, horse etc.)
- easy access at relevant time during activities.

Assessment Conditions

Pre-departure skills must be demonstrated in a venue, such as an operational depot, from where recreational activities depart and pre-departure checks and loading take place. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Meal preparation and camping skills must be demonstrated in an outdoor setting where temporary stops are provided:

- temporary rest and meals sites may or may not have permanent facilities
- camping sites must have no permanent facilities.

Assessment must ensure use of:

- a group of participants with whom the participant interacts
- catering equipment to match food preparation, service and cleaning requirements
- shelter and bedding equipment to match participant needs and anticipated weather conditions
- ancillary equipment which can include tables, chairs, lighting and human waste facilities
- participant profiles
- documents issued by land managers describing requirements for operating temporary meal and overnight camping sites.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOFLD004 Provide first aid in remote locations

Modification History

	Minor changes. Equivalent outcome.
Release 2.	Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 1.	No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to provide first aid to casualties in a remote or isolated area over an extended period of time until medical assistance is provided or evacuation occurs. It requires the ability to manage the incident and to direct others to provide or assist with first aid.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to senior leaders, guides or instructors, and others who work independently in the field using discretion and judgement to manage operational logistics for emergencies when they arise.

Specific regulatory requirements relating to this unit of competency, including requirements for refresher training, should be obtained from the local state or territory work health and safety regulatory authority.

Pre-requisite Unit

HLTAID011 Provide first aid

Competency Field

Field Operations

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment for first aid response in remote or isolated areas.	1.1. Evaluate information about remote or isolated destinations and identify potential injuries and illnesses requiring extended management. 1.2. Select first aid equipment and resources to deal with a range of potential incidents, according to organisational emergency response and first aid procedures. 1.3. Select communication equipment to allow for emergency response at remote or isolated destination. 1.4. Complete pre-departure safety and serviceability checks on equipment.
2. Assess the situation.	2.1. Identify hazards promptly, assess risks and manage to avoid injury to self and others. 2.2. Assess condition of casualty or casualties to determine extent of first aid response. 2.3. Determine need for emergency services or medical assistance and relay initial and concise information to base and authorities, as required. 2.4. Triage when multiple casualties are involved, engage others to assist, and provide instructions.
3. Manage casualty or casualties.	3.1. Direct other first aiders and participants to provide or assist with first aid, and manage use of resources. 3.2. Provide first aid using available equipment and resources, and improvise use of other resources as required. 3.3. Monitor and respond to casualty's condition in accordance with effective first aid principles. 3.4. Explain, to casualty, nature of injury or illness, first aid management and provide reassurance. 3.5. Assess and ensure casualty comfort through questioning and monitoring, and use of shelter and available resources. 3.6. Communicate calmly with casualty using a style to match level of consciousness. 3.7. Monitor and document casualty's condition over time to

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	assist on-going management. 3.8. Assess need to evacuate casualty, ability to transport to medical assistance or need for external assistance.
4. Liaise with external services to manage casualty or casualties.	4.1. Establish communication with emergency services and medical assistance. 4.2. Relay accurate factual information about casualty's injury or illness and condition, including any casualty is able to provide. 4.3. Communicate essential details of first aid provided, and follow instructions to adjust or use additional first aid. 4.4. Administer medication according to medical instructions. 4.5. Monitor and report ongoing casualty condition and seek ongoing medical input, as required.
5. Coordinate evacuation and first aid activities until assistance arrives.	5.1. Determine need, in consultation with external services, to evacuate casualty. 5.2. Provide accurate information about location of incident, number of casualties, their condition and their position to enable deployment of appropriate resources. 5.3. Engage others present to assist with ongoing first aid and management of incident circumstances. 5.4. Continue to respond to and monitor the condition of casualty and provide ongoing reassurance until assistance arrives. 5.5. On approach, assist emergency services to locate the site of the incident. 5.6. Follow instructions and provide assistance to emergency services personnel during evacuation.
6. Debrief, document and evaluate the incident.	6.1. Participate in incident management de-brief and identify future response improvements. 6.2. Evaluate compliance with organisational emergency response policies and procedures, their suitability and any need to amend. 6.3. Evaluate need for self and others to access support services to assist with post-incident stress. 6.4. Complete required incident reports according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for emergency response and first aid.
Writing skills to:	• record detailed and accurate factual information about illness and injury, first aid and emergency response using correct terminology.
Self-management skills to:	• critically analyse all circumstances and implications to coordinate a considered response to illness and injury in remote locations.

Unit Mapping Information

Release 2.	Minor changes. Equivalent outcome. Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 1.	No equivalent unit.

Links

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Assessment Requirements for SISOFLD004 Provide first aid in remote locations

Modification History

	Minor changes. Equivalent outcome.
Release 2.	Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 1.	No equivalent unit.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in three simulated remote or isolated first aid incidents involving outdoor recreation participants
- during one of the above simulations, work in a small team of up to three responders to manage a single casualty
- during one of the above simulations, work in a team of responders to manage multiple casualties, where the number of casualties outnumbers the number of responders
- during one of the above simulations, work as a single responder to manage three casualties
- across the three simulations, collectively respond to at least six conditions, covering illness and injury, suffered by the casualties
- during each of the simulations:
  - conduct visual and verbal secondary survey assessments of casualties
  - assess, interpret and document vital signs of casualties, including respirations, temperature and pulse
  - monitor and manage the casualties' condition over an extended period of time
  - use available man-made and natural resources to supplement first aid equipment
- after each of the simulations, participate in a debrief and complete an incident report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational emergency response and first aid policies and procedures
- the nature of remote or isolated locations and how this may impact on first aid management

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- common injuries or illnesses that relate to participation, generally, in outdoor recreation activities and the general range of first aid equipment and resources carried by organisations to remote or isolated locations
- common injuries or illnesses that relate to participation in a specific type of outdoor recreation activity, and specific types of first aid equipment and resources typically made available in remote or isolated locations
- key features, functions and limitations of different types of emergency communication equipment used in remote or isolated areas, and factors that affect choice:
  - radio equipment
  - mobile phones
  - satellite phones
  - alerting and tracking devices including personal locator beacons (PLBs)
- principles of triage as they relate to first aid at an incident site
- methods used to:
  - conduct a visual and verbal secondary survey assessment of a casualty
  - assess, interpret and document vital signs of casualties, including respirations, temperature and pulse
  - use available man-made and natural resources to supplement first aid equipment
  - coordinate and direct the actions of group participants and other first aiders within the team to effectively manage a critical incident
- legal requirements for administration of medication and the rights and responsibilities of the first aider for administration
- safe manual handling techniques used to avoid injury when shifting casualties
- key considerations for evacuating casualties or waiting for emergency services and medical assistance:
  - severity of injury or illness and immediate threat to life
  - time required for assistance to arrive
  - potential that transporting casualty may cause condition to deteriorate
  - capability of emergency services to access incident side
  - hindrance to rescue
- methods used to assist emergency services to locate incident sites and the key features, functions and limitations of resources used to assist:
  - verbal directions
  - flags
  - flares
  - fires.

Assessment Conditions

Skills must be demonstrated in a setting where outdoor recreation activities are delivered. This does not need to be a remote or isolated area provided simulated activities and scenarios concentrate on the significance of remote area circumstances.

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Assessments can only be completed through simulated activities.

Assessment must ensure use of:

- people who act as casualties, team member first aid responders and external service providers with whom the individual interacts during simulated activities
- first aid equipment and resources made available in remote or isolated locations by outdoor recreation organisations
- personal protective equipment used when providing first aid
- emergency communication equipment used in remote or isolated areas
- real or mock medications
- template incident reports
- templates for recording vital signs of casualties
- organisational emergency response and first aid policies and procedures.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience in providing first aid in remote or isolated areas during which they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOFLD005 Navigate waterway courses

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and navigate courses for small recreational craft in waterway environments. It also covers knowledge of waterway rules applicable to small craft utilised for recreational purposes.

Waterway navigation skills are required in a range of activity contexts which could include canoeing, kayaking, sea kayaking, and when riding personal watercraft. Techniques and equipment will vary according to the type of craft and waterway environment.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders, guides or instructors, who use these skills when leading participants during activities where waterway navigation skills are required.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Field Operations

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan the course.	1.1. Obtain and interpret waterway charts appropriate for the area of navigation. 1.2. Determine expected wind, tidal, or current conditions for the intended course. 1.3. Identify navigational hazards, position of landmarks and any buoyage to assist in planning and navigating the course. 1.4. Utilise all information to plan an efficient course according to specific activity and waterway requirements. 1.5. Identify and plot critical points along the course, midpoint and end destinations. 1.6. Prepare a navigation data sheet, and identify emergency or contingency escape routes.
2. Navigate waterway courses.	2.1. Select instrumentation and equipment suitable for navigation requirements. 2.2. Follow the planned course using charts, natural and constructed features and any buoyage to assist. 2.3. Use instrumentation and equipment as navigational aids to maintain course. 2.4. Make required adjustments to course according to prevailing environmental conditions. 2.5. Comply with waterway rules throughout all activities, including use of craft within permitted areas.
3. Fix position of craft.	3.1. Fix position of craft at regular intervals to maintain planned course. 3.2. Use techniques to estimate distance travelled, accounting for prevailing environmental conditions. 3.3. Utilise navigation techniques to identify unfamiliar features and fix position when lost. 3.4. Adjust and resume planned course where position indicates a deviation.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and potentially unfamiliar information on waterway charts. • interpret potentially unfamiliar and complex information about waterway rules.
Writing skills to:	• develop detailed navigation data sheets using correct terminology and symbols.
Numeracy skills to:	• interpret and calculate detailed numerical data involving, distances, times and speeds.
Technology skills to:	• use a range of technologies to access information about courses.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOFLD005 Navigate waterway courses

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and document three different waterway courses for small recreational craft
- navigate each of the above three planned courses using charts, instrumentation and equipment appropriate for the waterway environment and small craft utilised
- on two occasions, determine when the craft is deviating from a planned course, adjust and resume the planned course after fixing position using:
  - manual techniques on one occasion
  - a GPS device on one occasion
- during each navigation activity, consistently follow waterway rules.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- trusted sources of waterway charts for the region or locality
- different technologies used to access charts
- characteristics of different chart types, their different uses, advantages and disadvantages, accuracy and sources of errors
- information found on waterway charts including symbols and what they represent:
  - survey or edition date
  - map legend
  - scale and distance
  - latitude and longitude
  - compass rose or cardinal points and bearings
  - hydrographic features such as depth, high and low water mark, rocks, wrecks, obstructions
  - topographic features of surrounding land
  - buoyage
  - constructed features such as bridges, weirs, breakwaters, wharves and jetties
  - magnetic variation and annual change
- principal colours used on waterway charts and what they represent

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- other information and key features that can assist with waterway navigation:
  - satellite imagery
  - aerial photographs
  - wave, wind, tide and current charts
  - navigational warning notices
- features, functions and operation of navigation instruments either inbuilt or available for small watercraft
- features, functions and operation of global positioning systems (GPS):
  - when these might be used, advantages and disadvantages
  - reliability of signal, device and battery
  - system structure at fundamental level of understanding
  - how to identify and use datum grids
  - how to create, enter and transfer waypoints
  - how to create courses and grid references
  - accuracy and sources of errors
- different types of compasses used for waterway navigation, their features and factors which affect accuracy
- for waterway environments, chart and compass techniques used to:
  - calculate grid, magnetic and true north bearings
  - measure distance on a chart
- techniques used to fix location and navigate waterways, and applicability to different craft and environments:
  - using chart, identifying natural landmarks and constructed features and determining distance travelled
  - using dead reckoning, taking into account environmental factors such as winds, tides, currents and estimated speed
  - using simultaneous bearings, transits of coastal features and by running fix
  - using GPS devices
- inclusions of navigation data sheets and their purpose:
  - grid reference points
  - grid and magnetic bearings
  - distances
  - estimated travelling times and times of arrival
  - identifiable features
  - escape routes
- types of navigational buoyage, how these assist with navigation and rules for complying with buoyage:
  - marks – buoys and beacons
  - zone signage
- how different types of navigational buoyage are distinguished by their specific colour, shape and topmark including colours for:

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    - lateral: port and starboard marks
    - cardinal marks
    - safe water marks
    - danger zone marks
    - special zone marks
    - flashing lights and patterns
- specific to the local state or territory:
    - categories of waterways determined by law and maritime authority:
        - description of waterways and limits
        - how to interpret basic limit charts issued by the local authority
        - safety equipment required for small craft within the limits, including V sheets and how these are used
        - life jackets required within the limits
    - rules specific to the operation of small watercraft:
        - give way rules – passing, crossing and overtaking powered and non-powered vessels
        - distance limitations ("distance off") – rules for swimmers, designated swimming zones, dive flags, unpowered and powered vessels stationary or underway, moored or anchored vessels, built structures (bridges, jetties, navigation markers)
        - prohibited local areas – also called "exclusion" and "no go zones"
        - alcohol and drug restrictions
        - requirements for lights after sunset
        - incident reporting requirements including those for verbal and written reports.

Assessment Conditions

Navigation skills can be demonstrated on any type of waterway found within the particular region or locality. Inland rivers are not considered a waterway for the purposes of this unit.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- compasses
- equipment used to plot courses which can include:
    - scale measure
    - Portland square
    - parallel ruler
    - dividers

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  - protractors
- global positioning system (GPS) devices
- activity plans
- waterway charts
- wave, wind, tide or current charts, as relevant to the type of waterway
- navigational warning notices
- template navigation data sheets
- boating guide issued by the local state or territory maritime authority.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOFLD006 Navigate in tracked environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to navigate in environments which can include tracks or inland rivers according to planned routes.

The unit provides skills to navigate in environments where tracks or inland rivers, natural and constructed features are reliably marked on maps. Tracks are distinct, have signage, with route markers at intersections and where the track may become less distinct. Land based tracks could be graded according to the Australian Walking Track Grading System and might include features of grades 2 to 3.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders, guides or instructors, who use these skills when leading participants during activities where navigation skills are required.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Field Operations

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for navigation.	1.1. Obtain and become familiar with maps, appropriate for the activity, and features that will assist with navigation at the location. 1.2. Interpret map symbols and information to identify the predetermined route in activity plan. 1.3. Identify planned alternative routes to deal with emergencies or changed conditions. 1.4. Select a compass suitable for basic navigation requirements.
2. Navigate a basic route on land or water.	2.1. Orientate map to surroundings with and without use of a compass. 2.2. Follow the planned route using map, route markers, natural and constructed features and compass to assist. 2.3. Use techniques to estimate distance travelled. 2.4. Identify unfamiliar features in the field using map and compass to maintain route. 2.5. Make minor adjustments to route according to prevailing conditions, and navigate using map, route markers, natural and constructed features, and compass as required. 2.6. Use techniques to determine location.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret straightforward but potentially unfamiliar information on maps and signage • interpret factual activity plan information in familiar formats.
Numeracy skills to:	• interpret basic numerical data from maps and signage and complete basic additions, subtractions, multiplications and divisions

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	• interpret and calculate degrees, mils and angles.
Technology skills to:	• use a range of technologies to access information about routes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOFLD006 Navigate in tracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- according to predetermined routes in activity plans, navigate three different planned routes
- across the three navigation activities, collectively use these navigation techniques:
  - determining location using map, natural features, constructed objects and distance travelled, confirming grid reference
  - collecting features
  - catch points
- determine one minor adjustment to route in the field and navigate the changed route using a map and compass.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- trusted sources of maps for the region or locality
- different technologies used to access maps
- characteristics of different map types, their different uses and advantages and disadvantages:
  - paper based and digital
  - sketch maps and diagrams
  - guide book maps
  - charts
  - topographic
- information found on maps including symbols and what they represent:
  - survey or edition date
  - map legend
  - scale and distance
  - grid lines and numbers
  - cardinal points and bearings
  - contour lines, altitude and water depth
  - topographic features

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  - markers, beacons and buoyage
  - gradient
  - roads, tracks and waterways
- principal colours used on maps and what they represent
- features of a basic compass and factors which affect accuracy
- map and compass techniques used to:
  - orientate map to surroundings
  - maintain a designated course
  - identify unfamiliar features
  - make minor adjustments to routes
- the following navigation techniques at a basic level of understanding:
  - determining location using map, natural features, constructed objects and distance travelled
  - collecting features
  - catch points
- types of navigation aids found in the field and how these can assist with navigation:
  - track markers, signs and arrows
  - track and creek junctions and crossings
  - survey markers
  - cairns
  - natural features and constructed objects.

Assessment Conditions

Navigation skills must be demonstrated in a setting where outdoor recreation activities are delivered in tracked or inland river environments. The environment must feature the following:

- tracks or inland rivers, natural and constructed features are reliably marked on maps
- any tracks utilised are distinct, have signage, with route markers at intersections and where the track becomes less distinct.

If in an alpine region, assessment can only be completed in weather conditions where no or minimal snow is present and visibility is clear.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- maps relevant to the land or river based environment

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- compasses
- activity plans to include details of the planned route.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOFLD007 Navigate in difficult tracked environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to navigate in difficult tracked environments during any type of outdoor recreation activity.

The unit provides skills to navigate in environments where tracks, natural and constructed features marked on maps may be unreliable. Tracks are generally distinct, but may be indistinct in some places. They have signage at the track head, and have route markers but provide limited signage en route. There may be many natural obstacles and, along with changes in weather and visibility, adjustments to the planned route may be necessary. Tracks could be graded according to the Australian Walking Track Grading System and might include features of grade 4.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders, guides or instructors who use these skills when leading participants during activities where navigation skills are required.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Field Operations

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for navigation.	1.1. Obtain and become familiar with maps, appropriate for the activity, and features that will assist with navigation at the location. 1.2. Interpret map symbols and information to plan an efficient route according to specific activity requirements. 1.3. Select a compass suitable for navigation requirements. 1.4. Calculate grid, magnetic and true north bearings using map, compass and protractor. 1.5. Prepare a navigation data sheet, and identify emergency or contingency escape routes.
2. Navigate a route in difficult tracked environments.	2.1. Orientate map to surroundings using landmarks and compass and identify factors that affect accuracy. 2.2. Follow the planned route using map, route markers, natural and constructed features and compass to assist. 2.3. Use a global positioning system (GPS) as a navigational aid to maintain route. 2.4. Use techniques to estimate distance travelled. 2.5. Maintain, where necessary, a compass course to bypass obstacles. 2.6. Identify unfamiliar features in the field using map and compass to maintain route. 2.7. Utilise navigation techniques to identify unfamiliar features and fix position when lost. 2.8. Make required adjustments to route according to prevailing conditions, and navigate using map, route markers, natural and constructed features, compass and GPS as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed and potentially unfamiliar information on maps and track signage • interpret factual activity plan information in familiar formats.
Writing skills to:	• develop detailed navigation data sheets using correct terminology and symbols.
Numeracy skills to:	• interpret and calculate detailed numerical data involving, distances, times, altitudes, heights, depths and gradients. • interpret and calculate degrees, mils and angles.
Technology skills to:	• use a range of technologies to access information about routes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOFLD007 Navigate in difficult tracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and document three efficient routes, each different, within difficult tracked environments
- navigate each of the above three planned routes
- across the three navigation activities, collectively use these techniques to determine location:
  - using map, identifying natural features, constructed objects and determining distance travelled
  - using map and compass techniques including resections/tri-bearings
  - using GPS devices
  - using grid references, estimation and Romer devices
- across the three navigation activities, collectively use these navigation techniques:
  - using linear and point references
  - using terrain features: handrailing, collecting features, catch points
  - using compass techniques: aiming off, backbearing
  - using GPS: waypoints, routes
- on two occasions, determine when there is a deviation from a planned route, adjust and resume the planned route after fixing position using:
  - manual techniques on one occasion
  - a GPS device on one occasion
- determine two adjustments to routes in the field and navigate the changed routes using:
  - manual techniques on one occasion
  - a GPS device on one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- trusted sources of maps for the region or locality
- different technologies used to access maps

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- characteristics of different map types, their different uses, advantages and disadvantages, accuracy and sources of error:
  - paper based and digital
  - sketch maps and diagrams
  - guide book maps
  - charts
  - topographic
  - cadastral
- information found on maps including symbols and what they represent:
  - survey or edition date
  - map legend
  - scale and distance
  - grid lines and numbers
  - cardinal points and bearings
  - contour lines, altitude and water depth
  - topographic features
  - markers and beacons
  - gradient
  - roads, tracks and waterways
  - magnetic variation and annual change
- principal colours used on maps and what they represent
- other information and key features that can assist navigation in difficult tracked environments:
  - satellite imagery
  - aerial photographs
- features, functions and operation of global positioning systems (GPS):
  - when these might be used, advantages and disadvantages
  - reliability of signal, device and battery
  - system structure at fundamental level of understanding
  - how to identify and use datum grids
  - how to create, enter and transfer waypoints
  - how to create tracks, routes and grid references
  - accuracy and sources of errors
- these different types of compasses, their features and factors which affect accuracy:
  - baseplate/orienteering
  - sighting/mirror
  - lensatic/prismatic
- for difficult tracked environments, map and compass techniques used to:
  - calculate grid, magnetic and true north bearings
  - orientate map to surroundings

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  - maintain a designated course
  - identify unfamiliar features
  - make significant adjustments to routes
- techniques to determine location:
  - using map, identifying natural features, constructed objects and determining distance travelled
  - using map and compass techniques including resections/tri-bearings
  - using GPS devices
  - using grid references, estimation and Romer devices
- the following navigation techniques used to effectively navigate in difficult tracked environments; advantages and disadvantages:
  - using linear and point references
  - using terrain features: handrailing, collecting features, catch points
  - using compass techniques: aiming off
  - using GPS: waypoints, routes
- types of navigation aids found in the field and how these can assist with navigation:
  - track markers, signs and arrows
  - track and creek junctions and crossings
  - survey markers
  - beacons
  - cairns
  - natural features and constructed objects
- contents of navigation data sheets and their purpose:
  - grid reference points
  - grid and magnetic bearings
  - distances
  - estimated travelling times
  - height gain or loss
  - gradient
  - identifiable features
  - escape routes
- factors that affect the adjustment of routes during activities.

Assessment Conditions

Navigation skills must be demonstrated in a setting where outdoor recreation activities are delivered in difficult tracked environments. The environment must feature the following:

- tracks, natural and constructed features are marked on maps but these could be unreliable
- tracks are generally distinct but some parts of the track are indistinct
- tracks have signage at the track head, with route markers but limited signage en route.

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If in an alpine region and snow is present, assessment can only be completed if the track remains discernible.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- maps relevant to the activity type
- compasses and protractors
- global positioning system (GPS) devices
- activity plans
- template navigation data sheets.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOFLD008 Navigate in extremely difficult tracked and untracked environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to navigate in extremely difficult tracked and untracked environments during any type of outdoor recreation activity.

The unit provides skills to navigate in environments where natural and constructed features marked on maps may be very unreliable. Tracks are indistinct, unformed and have no modification to the natural surface. They generally have no signage or route markers at any point. Tracked and untracked areas may feature constant and unpredictable natural obstacles and, along with changes in weather and visibility, significant adjustments to the planned route would be common. Tracks could be graded according to the Australian Walking Track Grading System and might include features of grade 5.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders, guides or instructors who use these skills when leading participants during activities where navigation skills are required.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Field Operations

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for navigation.	1.1. Obtain and become familiar with maps, appropriate for the activity, and features that will assist with navigation at the location. 1.2. Interpret map symbols and information to plan an efficient route according to specific activity requirements. 1.3. Select a compass suitable for navigation requirements. 1.4. Calculate grid, magnetic and true north bearings using map, compass and protractor. 1.5. Prepare a navigation data sheet, and identify emergency or contingency escape routes.
2. Navigate a route in extremely difficult tracked and untracked environments.	2.1. Orientate map to surroundings using landmarks and compass and identify factors that affect accuracy. 2.2. Follow the planned route using map, natural features and compass to assist. 2.3. Use global positioning systems (GPS) and altimeters as navigation aids to maintain route. 2.4. Use techniques to estimate distance travelled in the absence of identifying features. 2.5. Utilise a combination of navigation techniques to bypass large obstacles. 2.6. Identify unfamiliar features and hazards in difficult environmental conditions using map and compass to maintain route. 2.7. Utilise a combination of navigation techniques to identify unfamiliar features and fix position when lost. 2.8. Make required adjustments to route according to prevailing conditions, and navigate using map, natural features, compass, GPS and altimeter as required.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex and potentially unfamiliar information from maps • interpret factual activity plan information in familiar formats.
Writing skills to:	• develop detailed navigation data sheets using correct terminology and symbols.
Numeracy skills to:	• interpret and calculate detailed numerical data involving, distances, times, altitudes, heights, depths and gradients. • interpret and calculate degrees, mils and angles.
Problem-solving skills to:	• resolve significant problems associated with indistinct tracks and route adjustments • resolve problems associated with vague land features and implied mapping features.
Technology skills to:	• use a range of technologies to access information about routes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOFLD008 Navigate in extremely difficult tracked and untracked environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and document three efficient routes, each different, within extremely difficult tracked or untracked environments
- navigate each of the above three planned routes
- across the three navigation activities, collectively use these techniques to determine location:
  - using map, identifying natural features, and determining distance travelled
  - using map and compass techniques including dead reckoning, back bearings, resections/tri-bearings
  - using GPS devices and altimeter
  - using grid references, estimation and Romer devices
- across the three navigation activities, collectively use these navigation techniques:
  - using linear and point references
  - using terrain features: handrailing, collecting features, catch points
  - using compass techniques: dead reckoning, aiming off
  - using GPS; waypoints, routes
  - using altimeters, peak height, contouring
- for at least one hour during any of the navigation activities, use compass techniques to navigate in conditions where visibility is less than ten metres because of environmental factors such as dense vegetation, whiteout or night time factors
- on two occasions, determine when there is a deviation from a planned route, adjust and resume the planned route after fixing position using:
  - manual techniques on one occasion
  - a GPS device on one occasion
- determine two adjustments to routes in the field and navigate the changed routes using:
  - manual techniques on one occasion
  - a GPS device on one occasion.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- trusted sources of maps for the region or locality
- different technologies used to access maps
- characteristics of different map types, their different uses, advantages and disadvantages, accuracy and sources of error:
  - paper based and digital
  - sketch maps and diagrams
  - guide book maps
  - charts
  - route
  - topographic
  - cadastral
- information found on maps including symbols and what they represent:
  - survey and edition date
  - map legend
  - scale and distance
  - grid lines and numbers
  - cardinal points and bearings
  - contour lines, altitude and water depth
  - topographic features
  - markers and beacons
  - gradient
  - roads, tracks and waterways
  - magnetic variation an annual change
- principal colours used on maps and what they represent
- other information and key features that can assist navigation in extremely difficult tracked environments:
  - satellite imagery
  - aerial photographs
- features, functions and operation of global positioning systems (GPS):
  - when these might be used, advantages and disadvantages
  - reliability of signal, device and battery
  - system structure at fundamental level of understanding
  - how to identify and use different datum grids
  - how to create, enter and transfer waypoints
  - how to create tracks, routes and grid references
  - accuracy and sources of errors
- features, functions and operation of altimeters:

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  - when these might be used, advantages and disadvantages
  - accuracy and errors
- these different types of compasses, their features, operation and factors which affect accuracy:
  - baseplate/orienteering
  - sighting/mirror
  - lensatic/prismatic
- for extremely difficult tracked or untracked environments, map and compass techniques used to:
  - calculate and convert between grid, magnetic and true north bearings
  - orientate map to surroundings
  - maintain a designated course including use of dead reckoning and current correction
  - identify unfamiliar features
  - make significant adjustments to routes
- techniques to determine location in unmodified environments:
  - using map, identifying natural features, and determining distance travelled
  - using map and compass techniques including dead reckoning, back bearings, resections/tri-bearings
  - using GPS devices and altimeter
  - using grid references, estimation and Romer devices
- the following navigation techniques, advantages, disadvantages and how a combination can be used to effectively navigate in unmodified environments:
  - using linear and point references
  - using terrain features: handrailing, collecting features, catch points
  - using compass techniques: dead reckoning, aiming off
  - using GPS; waypoints, routes
  - using altimeters, peak height, contouring
  - using celestial bodies to fix position
- how extreme conditions affect navigation and choice of methods used including dead reckoning and leapfrogging
- types of navigation aids found in unmodified environments and how these can assist with navigation in the absence of signage and route markers:
  - creek junctions and crossings
  - beacons
  - cairns
  - landforms and natural features of the landscape
- contents of navigation data sheets and their purpose:
  - grid reference points
  - grid and magnetic bearings
  - distances
  - estimated travelling times

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  - height gain or loss
  - gradient
  - identifiable features
  - escape routes
- factors that affect the adjustment of routes during activities.

Assessment Conditions

Navigation skills must be demonstrated in a setting where outdoor recreation activities are delivered in extremely difficult tracked or untracked environments. The environment must feature the following:

- natural and constructed features are unreliably marked on maps
- tracks are indistinct, unformed and have no modification to the natural surface
- tracks have no signage or route markers at any point.

For activities involving navigation in poor visibility, the environment can feature any relevant factor such as dense vegetation, whiteout and night time conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- maps relevant to the activity type
- compasses and protractors
- global positioning system (GPS) devices
- altimeters
- activity plans
- template navigation data sheets.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOFSH001 Locate, attract and catch fish

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to locate, attract and catch fish using methods suited to targeted species. Recreational fishing activities are diverse and this unit is relevant to any type of fishing completed in any region or locality within different types of waters.

It applies to leaders, guides or instructors, who use these skills when leading participants during fishing activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational fishing is regulated by specific laws in each Australian state and territory with variable rules. All training and assessment activities must comply with the local, state or territory and international requirements.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fishing

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to fish.	1.1. Determine target recreational species, identify their local habitat and select fishing locations suited to species. 1.2. Determine appropriate fishing technique for target species. 1.3. Select appropriate fishing rig, equipment and terminal tackle for target species and check working order. 1.4. Select appropriate bait, lure or fly according to feeding preference of target species. 1.5. Determine need for berley and select mix, as required. 1.6. Assemble and balance fishing rig to suit target species, habitat and the fishing environment. 1.7. Select clothing, footwear and personal protective equipment suitable for conditions; fit and adjust for comfort and safety. 1.8. Confirm activity safety and emergency response procedures to ensure compliance during activities.
2. Locate fish.	2.1. Read the water and hydrological features indicating fish habitat, identify signs of feeding activity and other indictors to determine likely location of fish. 2.2. Identify fishing spots by use of visual marks. 2.3. Use locator aids according to type of fishing and targeted species to assist with location of fishing spots. 2.4. Record visual sightings and other data for future use in relocating fishing spots.
3. Attract and approach fish.	3.1. Attract target fish using methods that utilise fish sight, tactile, taste and olfactory senses. 3.2. Approach fish without alerting them. 3.3. Disperse berley, as required, at appropriate intervals using methods suitable for attracting target species. 3.4. Rig and present bait alive, dead, whole or in pieces to attract and catch fish, according to feeding preference of target species. 3.5. Rig and present lure or fly to attract and catch target species.
4. Catch and land fish.	4.1. Deploy fishing rig using appropriate technique to present bait, lure or fly to target species. 4.2. Survey area for people present before casting to avoid

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	injury. 4.3. Hold rod and reel securely and use casting technique suited to type of outfit to achieve accuracy and distance. 4.4. Identify own casting errors and adjust technique. 4.5. Monitor and evaluate performance of fishing rig, bait, lure or fly, and make adjustments to optimise outcomes. 4.6. Manage rig using species specific techniques; respond to bites and retrieve and land fish. 4.7. Comply with permissions, recreational fishing and other regulations and codes of practice applicable to location.
5. Handle fish.	5.1. Identify dangerous species of fish and handle to minimise risk to self and others. 5.2. De-hook fish humanely using techniques appropriate to species. 5.3. Handle and return undersized and unwanted fish to water humanely. 5.4. Despatch retained fish humanely and use methods to keep catch in optimum condition. 5.5. Handle and store live catch humanely and maintain in appropriate environmental conditions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret unfamiliar and potentially complex regulatory information within plain English guides
Writing skills to:	• record basic factual data about fish sightings and locations.
Numeracy skills to:	• measure length and weights of fish.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SISOFSH001 Locate, attract and catch fish

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for the particular region or locality in which recreational fishing activities are delivered:
  - source, collect and present information in a portfolio or verbal report covering six different species of fish found in the region
  - for each of the six species, include information on:
    - basic anatomical features and linkages to preferred habitat, location and behaviour of fish
    - environmental factors that affect preferred habitat and location of fish
    - breeding patterns, spawning cycles and effects on fish behaviour, migration and location
    - migration patterns and during which seasons the species would be found in the local region
    - predator and prey relationships and how they affect fish activity and location
    - food sources and feeding habits
    - preferred bait for catching the species
    - types of lure or fly, where applicable, suited to the species
    - different mixes of berley, as appropriate, for attracting the species, equipment and methods used to disperse
- complete four recreational fishing sessions each in a different location:
  - use a rod reel for at least two of those activities and cast using two different techniques
  - use any other chosen method of fishing for the remaining two sessions
- during each session consistently:
  - follow safety procedures
  - comply with local regulations for recreational fishing activities
  - utilise effective techniques suited to the target species, equipment and location to:
    - locate and attract fish
    - manage the rig, respond to bites and retrieve and land fish
    - humanely de-hook the catch
    - handle and release unwanted fish to the water without damage
    - humanely despatch fish.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for fishing activities
- specific to the local Australian state or territory, or international waters, and particular locality, how to source and interpret regulations and permission requirements for recreational fishing:
  - licensing and fee requirements
  - bag and size limits, and how to measure these
  - areas closed to fishing
  - protected fish
  - prohibited fishing methods
  - permissions required from Indigenous communities
  - personal protective equipment requirements
- the key contents of recreational fishing codes of practice, issued by industry associations, land management or other authorities
- clothing and footwear suitable for fishing activities:
  - types of clothing and fabrics that protect against the effects of weather including sun, temperatures, winds and precipitation of different levels
  - reasons for layering clothes
  - effective design and construction features of waterproof gear, including fishing waders
  - types of footwear for fishing including specialist aqua shoes and booties and their advantages over other types of footwear
  - features and uses of specialist fishing gloves and mittens, and advantages and disadvantages
  - polarised sunglasses
- features and functions of life jackets suitable for fishing activities in different types of waters and how to fit and adjust these for comfort and safety
- for different species of fish found in saltwater, freshwater or brackish habitats within the particular region or locality in which recreational fishing activities are delivered:
  - basic anatomical features and how these are linked to preferred habitat, location and behaviour of fish:
    - size and body shape
    - colouration
    - size and position of eyes
    - position, size and shape of mouth
    - teeth
    - fins, spines and venomous parts
  - dangerous fish species, their defining features and methods for safe handling
  - how environmental factors affect preferred habitat, feeding behaviour and location of fish:

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    - temperature
    - weather conditions
    - oxygen
    - structure, cover and vegetation
    - pH
    - air and water pressure
    - water depth
    - water clarity
    - currents, waves, and wash
    - tides and moon phases
    - time of day and light levels
    - algal blooms
  - breeding patterns, spawning cycles and effects on fish behaviour, migration and location
  - migration patterns and during which seasons the species would be found in the local region
  - predator and prey relationships and how they affect fish activity and location
  - food sources and feeding habits
  - preferred bait for catching the species
  - design features of lures and flies and types suited to the species
  - when berley would be used and when it is inappropriate
  - different mixes of berley, equipment and methods used to disperse
- basic biosecurity measures for using bait to limit the spread of pests and diseases
- for the particular region or locality in which recreational fishing activities are delivered, fishing locations and best times to target fish species to include optimum:
  - season
  - tide
  - time of day - evening, dawn etc.
  - stage of lunar, breeding and migration cycle
- signs within rivers, lakes and ocean waters that indicate the location of fish:
  - hydrological features that indicate fish habitat
  - fish feeding activity
  - insect and bird activity
  - surface activity
- principles of reading the water for fish location – cover, food and margins
- aids used to locate fish and how these are used:
  - charts, maps, charts, satellite imagery
  - binoculars and polarised glasses
  - sonar (depth fish finders)
  - global positioning systems

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  - radar
  - underwater cameras and microphones
  - thermometers
  - fish aggregating devices
  - visual markers
- how sight, tactile, taste and olfactory senses of fish can be used to attract fish:
  - how fish use sound, light, vision and smell to locate food
  - extent of vision and what attracts fish visually
  - ability of fish to distinguish taste and touch
- hand line and fishing rod designs and features suitable for the type of fishing and target species
- for both handlining and line fishing with a rod and reel:
  - deployment techniques to present bait, lures and flies to the target species in the most advantageous manner
  - techniques used to manage rig to minimise snagging and knots
  - how to identify bites and set the hook
  - catch retrieval techniques which minimise stress to the fish and damage to the rig
  - equipment and techniques used to land and humanely de-hook the catch, appropriate to the species of fish
- different casting techniques relevant to type of fishing and tackle outfit:
  - handline casts
  - closed faced
  - threadline
  - overhead
  - side cast
  - centre pin
  - fly – roll cast
  - fly – pickup laydown cast
  - fly – forward shooting cast
- a range of common casting faults and errors and suitable fixes for each
- techniques used to handle and release unwanted fish to the water without damage
- methods for safely handling and de-hooking non-dangerous species
- techniques used to humanely despatch fish quickly and decisively
- methods used to:
  - handle and store live catch humanely
  - store live and despatched catch in optimum condition, including appropriate environmental conditions.

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Assessment Conditions

Fishing skills can be demonstrated in any type of water found within the particular region or locality including saltwater, freshwater and brackish fish habitats.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets, as required for the location
- rods, reels and line
- terminal tackle to suit the location, target species and type of fishing, and as permitted by regulations for the location
- fishing knives
- bait, lures and flies, as relevant to fishing style utilised
- recreational fishing guides describing regulations for the locality
- recreational fishing codes of practice, issued by industry associations, land management or other authorities
- organisational safety and emergency response procedures for fishing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a fishing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOFSH002 Select and catch bait

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select, catch and collect bait suited to the target species of fish to be caught. It also requires the ability to select appropriate berley for attracting those fish and to maintain live and dead bait for effective future use.

It applies to leaders, guides or instructors, who use these skills when leading participants during fishing activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational fishing is regulated by specific laws in each Australian state and territory with variable rules. All training and assessment activities must comply with the local, state or territory and international requirements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fishing

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select bait and berley.	1.1. Determine target recreational fish species, identify feeding habits and preferred bait and or berley. 1.2. Evaluate effectiveness of using frozen and fresh bait to catch target species. 1.3. Select appropriate bait and or berley according to feeding preference of target species. 1.4. Determine when manufactured baits are effective and permitted, and select as appropriate.
2. Catch and maintain bait.	2.1. Follow organisational safety procedures throughout all activities. 2.2. Select appropriate method for catching and collecting target bait species. 2.3. Select and set up appropriate equipment for targeted bait species and check working order. 2.4. Use bait collecting method and equipment effectively to maximise catch. 2.5. Comply with permissions, and bait catching regulations applicable to the location. 2.6. Determine optimum level of freshness of bait for catching target species. 2.7. Keep fresh bait alive in suitable conditions to enhance its effectiveness 2.8. Maintain dead bait in suitable conditions for future use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety procedures for fishing activities.
Planning and organising skills to:	• determine the targeted species of fish to be caught and match selection of bait to plan for the selection of equipment and

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methods to catch bait.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOFSH002 Select and catch bait

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for the particular region or locality in which recreational fishing activities are delivered:
  - source, collect and present information in a portfolio or verbal report covering four different species of fish found in the region
  - for each of the four species, include information on:
    - food sources and feeding habits
    - preferred bait for catching the species
    - when berley would be used and when it is inappropriate
    - contents and different mixes of berley that are appropriate for attracting the species
- complete three sessions to catch or collect bait suited to one or more chosen target species of fish to be caught, and collectively use three of the following methods to catch or collect that bait, as permitted by regulations for the locality:
  - use of nets
  - use of handlines
  - use of rods, reels and line
  - use of traps
  - use of pumps
  - use of hand gathering techniques
- utilise three of the following methods to maintain fresh bait for future use
  - use of ice water
  - placing of insects in a stocking
  - using live bait tanks
  - using keep nets
  - using wet bags, cloth and sand
  - using aerators and or supplying fresh water to fish stored in tubs or pools.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety procedures for fishing activities

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- specific to the local Australian state or territory, or international waters, and particular locality, how to source and interpret regulations and permission requirements for recreational fishing:
  - areas closed to fishing and bait collection
  - types of baits that are permissible and prohibited
  - protected species that might otherwise be used as bait
  - prohibited bait catching methods
  - permissions required from Indigenous communities
- how the use of inappropriate bait can impact on the environment and health of fish and population
- types of inappropriate bait and basic biosecurity measures to limit the spread of pests and diseases
- for different species of fish found in in saltwater, freshwater or brackish habitats within the particular region or locality in which recreational fishing activities are delivered:
  - food sources and feeding habits
  - preferred bait for catching the species
  - when berley would be used and when it is inappropriate
  - contents and different mixes of berley for attracting the species:
    - plant and marine life from the area
    - fish offal
    - fish oils
    - animal offal
    - grain
- general types of bait used to catch fish, their habitats, advantages and disadvantages of use and how the species of targeted fish will affect choice:
  - shellfish including prawns and pipis
  - fish of different sizes including pilchards and whitebait
  - squid
  - octopus
  - cunjevoi
  - yabbies
  - worms
  - maggots
  - mud eyes
  - crickets
  - grasshoppers
  - green weed
  - seaweed
- types of manufactured bait, general contents and permissible use
- permitted methods, features and operation of permitted equipment used to catch or collect different types of bait:

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  - nets
  - digging
  - dredging
  - line fishing
  - trapping
  - trawling
  - worm pumps
  - yabby nets
  - yabby pumps
  - hand gathering
- effectiveness, advantages and disadvantages of using:
  - fresh bait
  - frozen bait
  - manufactured bait
- methods, features and operation of equipment used to keep bait alive and how long live bait can be maintained for effective use:
- methods used to maintain dead or excess bait and how long dead bait can be maintained for effective use:
  - freezing and refrigeration
  - salting, freeze drying, dehydration and alcohol preservation.

Assessment Conditions

Bait catching skills can be demonstrated in any land or water environment found within the particular region or locality.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- equipment used to catch or collect different types of bait which complies with local regulations for use
- equipment used to keep bait alive and frozen
- organisational safety procedures for fishing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a fishing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOFSH003 Select and rig tackle outfits

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select, rig and balance fishing tackle outfits that are suited to the type of recreational fishing, location, habitat and target fish species.

Recreational fishing activities are diverse and this unit is relevant to any type of fishing completed in any region or locality within different types of waters.

It applies to leaders, guides or instructors, who use these skills when leading participants during fishing activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational fishing is regulated by specific laws in each Australian state and territory with variable rules. All training and assessment activities must comply with the local, state or territory and international requirements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fishing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select tackle outfit.	1.1. Select rod suitable to type of fishing, location, habitat and target fish species. 1.2. Select reel according to the rod, line and type of fishing. 1.3. Select class of line according to the rod, reel and type of fishing. 1.4. Check regulations applicable to the location for restrictions on tackle outfits.
2. Select and rig terminal tackle	2.1. Select terminal tackle according to type of fishing, location, habitat and target fish species. 2.2. Select the size and style of hook according to target fish species. 2.3. Select sinkers of a size appropriate to type of fishing and currents in waters to be fished. 2.4. Select and prepare trace or leader, and swivels, as required. 2.5. Prepare and rig all terminal tackle using methods and equipment to suit tackle characteristics. 2.6. Tie knots according to selected terminal tackle and mode of fishing. 2.7. Select other fishing accessories to maximise catch.
3. Balance outfit.	3.1. Match rod, reel and terminal tackle to optimise balance. 3.2. Match line class to rod and reel accounting for line application requirements and breaking strain. 3.3. Balance rod to reel, and balance line and terminal tackle.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed and familiar organisational safety procedures for fishing activities.
Numeracy skills to:	• determine the size of hooks and weight of terminal tackle components through visual and tactile estimations.
Problem-solving skills to:	• make ongoing adjustments to the balance of fishing tackle rigs until final balance is achieved.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOFSH003 Select and rig tackle outfits

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for a particular type of fishing and for three different types of target fish species:
  - select the following according to the type of fishing, location, habitat and target fish species:
    - rod
    - reel
    - line
    - terminal tackle
  - rig and balance three fishing tackle outfits
- during all rigging activities, consistently follow safety procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety procedures for rigging fishing tackle outfits
- specific to the local Australian state or territory, or international waters, and particular locality, how to source and interpret regulations for recreational fishing:
  - prohibited and permitted fishing methods
  - prohibited and permitted tackle outfits and terminal tackle
- how the type of fishing and target species affects selection of:
  - rods
  - reels
  - line
  - terminal tackle
- for different types of fishing and typical species of associated fish, suitable types of:
  - rods and reels
  - lines of different classes and breaking strain
  - terminal tackle:
    - hooks, including barbless hooks

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    - swivels
    - snaps
    - sinkers and other weights
    - traces
    - leaders, for fly fishing
    - flies
    - lures
- the relationship of sinker size, shape and weight to water or vessel movement
- methods used to:
    - prepare trace
    - rig different types of terminal tackle
- different types of knots and when these are used to rig fishing tackle outfits:
    - terminal knots
    - line to line knots
    - specialty knots
- the importance and benefits of matching rod, reel and terminal tackle to the balance of the whole rig
- methods used to:
    - balance rod to reel
    - balance line and terminal tackle
- features and functions of fishing accessories used to maximise catch:
    - cyalume sticks
    - floats
    - berley cages
    - corks
    - bait scents
    - fluorescent additives.

Assessment Conditions

Skills can be demonstrated in any environment, including in the field, where fishing tackle is selected, rigged and balanced.

First aid equipment must be available to replicate industry conditions of operation.

Assessment must ensure use of:

- rods, reels and line
- terminal tackle to suit the location, target species and type of fishing, and as permitted by regulations for the location
- tools used to rig terminal tackle

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- organisational safety procedures for rigging fishing tackle outfits

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a fishing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOFSH004 Lead fishing activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during fishing activities according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct fishing techniques. To do this, leaders must be proficient in fishing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fishing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate fishing techniques.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of fishing regulations, known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Demonstrate and explain how to safely carry, handle and stow fishing rods, hooks, knives and other potentially hazardous items of equipment. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise fishing activities.	3.1. Implement recreational instruction techniques to impart skills and knowledge for the activity.

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	3.2. Provide clear and accurate instructions and or demonstrations throughout the session. 3.3. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.4. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.5. Implement required modifications to activity or location to improve catch, to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during fishing activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and

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	procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOFSH004 Lead fishing activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three fishing sessions for a group of participants according to predetermined activity plans
- across the three sessions:
  - collectively use two different demonstration and instruction techniques
  - identify three casting faults made by participants and advise on suitable fixes, as relevant to the tackle outfit being used
- during each session consistently manage participant adherence to safety procedures and fishing regulations
- after each session, facilitate a debrief with participants
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for fishing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to fishing activities:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - activity and locality specific regulatory requirements.

Assessment Conditions

Skills can be demonstrated in any type of water found within the particular region or locality including saltwater, freshwater and brackish fish habitats. Casting demonstrations and bait collection activities can be land based.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- Australian Standard, or equivalent, compliant lifejackets, as required for the location
- rods, reels and line
- terminal tackle to suit the location, target species and type of fishing, and as permitted by regulations for the location
- activity plans
- template:

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  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for fishing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a fishing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOKYK001 Paddle a kayak on inland flatwater

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a kayak as part of a group on inland flatwater areas such as lakes, dams and slow moving rivers and according to planned courses. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

The unit provides skills to paddle on bodies of water in less than moderate wind conditions, where the current flow is consistently recorded as less than one knot.

It applies to leaders, guides or instructors, who use these skills when leading participants during kayaking activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Kayaking

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre kayaks on flatwater.	2.1. Embark and launch kayak from bank, shore or jetty while maintaining stability. 2.2. Control direction of kayak forward, in reverse and sideways using a range of appropriate strokes and edges. 2.3. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the kayak. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Monitor party formation, paddling pace and space between kayaks and make required adjustments.
3. Rescue self following a capsize.	3.1. Exit the kayak in a controlled manner, following a capsize, and recover paddle. 3.2. Manoeuvre the paddle and upturned kayak to shore or to rescue craft and empty out water. 3.3. Use techniques when in deep water to empty water and re-enter kayak.
4. Perform deep water rescues in flatwater	4.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others.

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conditions.	4.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 4.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 4.4. Provide clear and concise instructions to person being rescued and others assisting. 4.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
5. Land and secure kayaks.	5.1. Land and disembark kayak at bank, shore or jetty while maintaining stability. 5.2. Secure kayak to bank, shore or jetty using appropriate knots. 5.3. Secure kayak for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYK001 Paddle a kayak on inland flatwater

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group kayak trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - consistently control direction of kayaks forward, in reverse and sideways using edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes - feathered and sculling
    - stern rudder
    - emergency stop
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore
    - complete three deep water rescues to assist a single capsized paddler, using at least two techniques appropriate to the type of kayak craft in use
  - provide one contact tow
  - provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for kayaking activities
- suitable clothing and footwear for kayaking activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits

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    - types of footwear suitable for kayaking including specialist sandals, river or paddling shoes and their advantages over other types of footwear
    - features and uses of gloves and mittens and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for flatwater conditions and how to fit and adjust these for comfort and safety
- types of single and double kayaks suitable for use in flatwater conditions and:
    - location and function of different parts of the kayak
    - different construction materials, effects on performance, advantages and disadvantages
    - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with kayaks used in flatwater conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
    - for ease of access and maximum usage of space
    - for stability of craft and minimal effect on trim
    - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry kayaks
- equipment features and techniques used to secure kayaks for transportation
- communication protocols for group kayaking activities to include:
    - calls
    - hand and paddle signals
    - whistles
- hydrological features of flatwater areas such as lakes, dams and slow moving rivers sufficient to understand the impacts on kayaking activities
- typical hazards associated with paddling and swimming in flatwater conditions, and techniques used to safely negotiate these:
    - currents
    - built objects – weirs, piers
    - steep or slippery banks or shore
    - overhanging trees
    - fallen trees on waterway
    - submerged logs, rocks and vegetation
    - sections of dark, deep or cold water
    - other boating traffic
    - exposure to lightning, storms and strong winds
    - prolonged emersion in cold water
- techniques used on flatwater to:
    - embark, launch, land and disembark kayaks from bank, shore or jetty
    - secure kayaks to bank, shore or jetty
- a range of strokes used in flatwater conditions to direct kayaks forward, in reverse and sideways:

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    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes - feathered and sculling
    - stern rudder
    - emergency stop
- for each of the above strokes:
    - how to use them when solo paddling and when padding as a double
    - correct posture and trunk rotation
    - correct hand placement on paddle
    - wrist movement required to enable correct blade placement in water
    - correct paddle entry and exit points in relation to craft and body position
    - appropriate paddle depth in water to achieve effective stroke
    - correct paddle blade angle throughout stroke
- for self rescues:
    - methods used to extricate self from inverted kayaks
    - methods used to control and manoeuvre the paddle and kayak to shore
    - appropriate swimming strokes and techniques to use while in paddling gear in flatwater conditions
    - how to empty water from kayaks, and equipment used to assist
    - techniques used to re-establish upright kayak and re-enter in deep water
- for deep water rescues, the specific application of the following to flatwater conditions and kayaks:
    - features, functions and operation of equipment used for rescues, advantages and disadvantages
    - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
    - raft up techniques
    - rescue techniques specific to sit in kayaks
    - rescue techniques specific to sit on top kayaks
    - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
    - knots for tying on
    - rope joining knots
    - quick release knots.

Assessment Conditions

Skills must be demonstrated on inland flatwater areas which can be lakes, dams or slow moving rivers. The environment must feature the following:

- less than moderate wind conditions
- current flow is consistently documented as less than 1 knot.

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An area for assessment should not be classified as flatwater if any of the following conditions are present:

- rapids of any grade
- surf of any size
- fetch greater than 1 nautical mile
- area is in the entrance to an estuary or embayment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during kayaking activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required
- pea-less whistles not affected by water
- kayaks which can include:
  - single or double sit in kayaks
  - single or double sit on top kayaks
- kayak paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - knives
- activity plans to include details of planned route
- template safety checklists
- organisational safety and emergency response procedures for kayaking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOKYK002 Paddle a kayak on moving water up to grade 1 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a kayak on a planned course as part of a group on waterways that feature slow moving water conditions. It covers the skills to paddle on rivers, up to grade 1, and on large open bodies of water such as lakes and dams. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

For rivers, grade 1 refers to the International River Grading System which provides a broad indication of a river's rapid features, and the degree of difficulty in negotiating these. These rivers have long stretches of slow moving water that could feature regular small waves and or riffles, relatively few obstacles and an easy passage to find and follow. Large bodies of water also feature slow moving water conditions.

It applies to leaders, guides or instructors, who use these skills when leading participants during kayaking activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre kayaks on slow moving water.	2.1. Embark and launch kayak from bank while maintaining stability. 2.2. Control direction of kayak forward, in reverse and sideways using a range of appropriate strokes and edges. 2.3. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the kayak. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Monitor party formation, paddling pace and space between kayaks and make required adjustments.
3. Rescue self following a capsize.	3.1. Execute techniques appropriate for situation to avoid a wet exit and re-establish paddling position promptly. 3.2. Exit the kayak in a controlled manner following a capsize, and recover paddle.

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	3.3. Manoeuvre the paddle and upturned kayak to shore or to rescue craft and empty out water. 3.4. Use techniques when in deep water to empty water and re-enter kayak.
4. Perform deep water rescues in slow moving river conditions.	4.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 4.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 4.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 4.4. Provide clear and concise instructions to person being rescued and others assisting. 4.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
5. Land and secure kayaks.	5.1. Land and disembark kayak at bank while maintaining stability. 5.2. Select a secure bank feature and secure kayak using appropriate knots. 5.3. Secure kayak for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving river gradients, distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect

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	efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYK002 Paddle a kayak on moving water up to grade 1 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group kayak trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - consistently control direction of kayaks forward, in reverse and sideways using edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes - feathered and sculling
    - stern rudder
    - emergency stop
  - if utilising a sit in kayak, execute two controlled rolls
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore
  - complete three deep water rescues to assist a single capsized paddler, using at least two techniques appropriate to the type of kayak in use
  - provide one contact tow
  - provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for kayaking activities
- suitable clothing and footwear for kayaking activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes

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    - effective design and construction features of waterproof gear and exposure suits
    - types of footwear suitable for kayaking including specialist sandals, river or paddling shoes and their advantages over other types of footwear
    - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for slow moving river conditions and how to fit and adjust these for comfort and safety
- types of single and double kayaks suitable for use in slow moving river conditions and:
    - location and function of different parts of the kayak
    - different construction materials, effects on performance, advantages and disadvantages
    - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with kayaks used in slow moving river conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
    - for ease of access and maximum usage of space
    - for stability of craft and minimal effect on trim
    - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry kayaks
- equipment features and techniques used to secure kayaks for transportation
- communication protocols for group kayaking activities to include:
    - calls
    - hand and paddle signals
    - whistles
- the International River Grading system:
    - strengths and limitations of the grading system; what is covered and not covered in classifications
    - specifications for grade 1 rivers
    - examples of local rivers attributed as slow moving and any that are grade 1
- hydrological features of slow moving water sufficient to understand the impacts on kayaking activities
- typical hazards associated with paddling and swimming in slow moving river conditions, and techniques used to safely negotiate these:
    - currents
    - eddies
    - strainers
    - built objects – weirs, piers
    - steep or slippery banks or shore
    - overhanging trees
    - fallen trees on waterway
    - submerged logs, rocks and vegetation

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  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- techniques used on slow moving water to:
  - embark, launch, land and disembark kayaks from bank or jetty
  - secure kayaks to bank or jetty
- a range of strokes used in slow moving river conditions to direct kayaks forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps
  - bow draw strokes - feathered and sculling
  - stern rudder
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- for self rescues:
  - roll techniques suitable for use with sit in kayaks in slow moving water:
  - methods used to extricate self from inverted kayaks
  - methods used to control and manoeuvre the paddle and kayak to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in slow moving river conditions
  - how to empty water from kayaks, and equipment used to assist
  - techniques used to re-establish upright kayak and re-enter in deep water
- for deep water rescues, the specific application of the following to slow moving river conditions and kayaks:
  - features, functions and operation of equipment used for rescues, advantages and disadvantages
  - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
  - raft up techniques
  - rescue techniques specific to sit in kayaks
  - rescue techniques specific to sit on top kayaks
  - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:

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- knots for tying on
- rope joining knots
- quick release knots.

Assessment Conditions

Skills must be demonstrated in slow moving water conditions in light to moderate wind conditions. Waters can include:

- large bodies of open water such as lakes or dams with slow moving water
- an estuary or embayment with slow moving water
- slow moving water, including grade 1 rivers, which would feature:
  - long stretches of slow moving water
  - relatively few obstacles and no major ones
  - an easy passage to find and follow
  - in grade 1 rivers, regular small waves and or riffles.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during kayaking activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required
- pea-less whistles not affected by water
- kayaks which can include:
  - single or double sit in kayaks
  - single or double sit on top kayaks
- kayak paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - knives
- activity plans to include details of planned route
- template safety checklists
- information about the International River Grading System
- organisational safety and emergency response procedures for kayaking activities.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOKYK003 Paddle a kayak on grade 2 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a kayak as part of a group on inland rivers with grade 2 rapids, and according to planned and scouted courses. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

Grade 2 refers to the International River Grading System which provides a broad indication of a river's rapid features, and the degree of difficulty in negotiating these. This unit provides skills to paddle on rivers with fairly frequent but straightforward rapids with regular medium sized waves, less than one metre, low ledges or drops, easy eddies and gradual bends. These rivers have small obstacles that require manoeuvring around with a good command of paddling strokes. Passages through rapids are generally straightforward and can be seen from the water, although some scouting may be required.

It applies to leaders, guides or instructors, who use these skills when leading participants during kayaking activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre kayaks on grade 2 rivers.	2.1. Select suitable location, embark and launch kayak using technique suitable to situation to maintain stability. 2.2. Identify hydrological features from the water and utilise favourably to control and manoeuvre kayak. 2.3. Control direction of kayak forward, in reverse and sideways using a range of appropriate strokes, leans, edges and combinations. 2.4. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the kayak. 2.5. Utilise appropriate padding strokes and techniques to cross currents and break into and out of eddies. 2.6. Avoid or negotiate obstacles and hazards using a combination of strokes and paddling techniques. 2.7. Support kayak using the paddle to prevent capsizes. 2.8. Maintain visual contact and effective communication with party members throughout all activities. 2.9. Monitor party formation, paddling pace and space between kayaks and make required adjustments.

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3. Plan and run routes through rapids.	3.1. Scout rapids from the water and shore to identify hydrological features, hazards and impediments. 3.2. Assess features and hazards to determine a safe route through rapids. 3.3. Plan route through rapids accounting for party member numbers, abilities and management during run. 3.4. Identify reference points to guide chosen passage through rapids. 3.5. Run predetermined route using avoidance techniques to safely negotiate river hazards. 3.6. Use efficient paddling techniques and strokes and utilise hydrological features to assist in turning and crossing currents.
4. Rescue self following a capsize.	4.1. Execute a roll using techniques appropriate for situation to avoid a wet exit and re-establish paddling position promptly. 4.2. Exit the kayak in a controlled manner when unable to roll following a capsize, and recover paddle. 4.3. Maintain appropriate body position in water to minimise entrapment and injury. 4.4. Manoeuvre the paddle and upturned kayak to shore or to rescue craft. 4.5. Drain water from craft in safe shallow river position or on shore and re-enter craft on shore or in an eddy. 4.6. Use techniques when in deep water to empty water and re-enter kayak.
5. Perform deep water rescues in grade 2 rivers	5.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 5.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 5.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 5.4. Provide clear and concise instructions to person being rescued and others assisting. 5.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 5.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
6. Land and secure kayaks.	6.1. Select a suitable location to exit the river, and to allow for any subsequent re-entries. 6.2. Land and disembark kayak using techniques suitable for river conditions to maintain stability. 6.3. Select a secure bank feature and secure kayak using

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appropriate knots.

6.4. Secure kayak for road transport, on activity conclusion, using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving river gradients, distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYK003 Paddle a kayak on grade 2 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group kayak trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - use different locations to launch and land kayaks to include:
    - the bank in moving water
    - ledges
    - eddies
  - run routes through at least four rapids
  - consistently control direction of kayaks forward, in reverse and sideways using leaning, edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes - feathered and sculling
    - stern rudder
    - support using back and front of blade
    - emergency stop
  - utilise the following techniques while consistently controlling the kayak:
    - combining strokes to effectively manoeuvre the kayak
    - breaking in and out of eddies and currents
    - forward and reverse ferry gliding
    - using hydrological features to assist with paddling, controlling the kayak and negotiating rapids
  - execute four controlled rolls as follows:
    - use one technique and roll in both directions
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore

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- complete three deep water rescues to assist a single capsized paddler, using these techniques:
  - T (or X) rescue
  - wedge rescue
- provide one contact tow
- provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for kayaking activities
- suitable clothing and footwear for kayaking activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for kayaking including specialist sandals, river or paddling shoes and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for grade 2 river conditions and how to fit and adjust these for comfort and safety
- types of single and double kayaks suitable for use in grade 2 river conditions and:
  - location and function of different parts of the kayak
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with kayaks used in grade 2 river conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry kayaks
- equipment features and techniques used to secure kayaks to the bank and for transportation
- communication protocols for group kayaking activities to include:
  - calls
  - hand and paddle signals
  - whistles
- the International River Grading system:

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  - strengths and limitations of the grading system; what is covered and not covered in classifications
  - specifications for grade 2 rivers
  - examples of local rivers attributed as grade 2
- typical hydrology features and hazards for grade 2 rivers, how to recognise features from the shore and water, and techniques used to safely negotiate hazards:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- different locations that can be used to embark, launch, land and disembark kayaks in grade 2 waters including:
  - the bank in moving water
  - ledges
  - eddies
- for each of the above locations:
  - factors that affect selection
  - advantages and disadvantages of use
  - techniques used to embark, launch and land
- a range of strokes used in grade 2 river conditions to direct kayaks forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps

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  - bow draw strokes - feathered and sculling
  - stern rudder
  - support using back and front of blade
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- a range of techniques used to manoeuvre kayaks in grade 2 water:
  - combining strokes and which combinations are effective
  - breaking in and out of eddies and currents
  - forward and reverse ferry gliding
- how certain types of hydrological features can be used to assist with paddling, controlling the kayak and negotiating rapids
- for self rescues:
  - roll techniques suitable for use with sit in kayaks in grade 2 rivers
  - methods used to extricate self from inverted kayaks
  - methods used to control and manoeuvre the paddle and kayak to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in grade 2 river conditions
  - how to empty water from kayaks, and equipment used to assist
  - techniques used to re-establish upright kayak and re-enter in deep water
- for deep water rescues, the specific application of the following to grade 2 river conditions and kayaks:
  - features, functions and operation of equipment used for rescues, advantages and disadvantages
  - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
  - raft up techniques
  - T (or X) rescue techniques
  - wedge rescue techniques
  - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots
  - quick release knots.

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Assessment Conditions

Skills must be demonstrated on grade 2 rivers which must feature the following:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water, although some may require scouting.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during kayaking activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets
- pea-less whistles not affected by water
- kayaks which can include singles or doubles
- kayak paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - carabiners, Prusik cords and tape sling
  - knives
- activity plans to include details of planned route
- template safety checklists
- information about the International River Grading System
- organisational safety and emergency response procedures for kayaking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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Links

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SISOKYK004 Paddle a kayak on grade 3 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a kayak as part of a group on inland rivers with grade 3 rapids, and according to planned and scouted courses. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

Grade 3 refers to the International River Grading System which provides a broad indication of a river's rapid features, and the degree of difficulty in negotiating these. This unit provides skills to paddle on rivers with rapids which have fairly high waves, one to two metres tall, broken water, and strong currents and eddies. These rivers have significant obstacles including large holes, exposed rocks and small falls that require manoeuvring around using proficient paddling. Passages through rapids may be difficult to recognise from the river and inspection from the bank is usually required.

It applies to leaders, guides or instructors, who use these skills when leading participants during kayaking activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre kayaks on grade 3 rivers.	2.1. Select suitable location, embark and launch kayak using technique suitable to situation to maintain stability. 2.2. Identify hydrological features from the water and utilise favourably to control and manoeuvre kayak. 2.3. Control direction of kayak forward, in reverse and sideways using a range of appropriate strokes, leans, edges and combinations. 2.4. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the kayak. 2.5. Utilise appropriate padding strokes and techniques to cross currents and break into and out of eddies. 2.6. Avoid or negotiate obstacles and hazards using a combination of strokes and paddling techniques. 2.7. Support kayak using the paddle to prevent capsizes. 2.8. Maintain visual contact and effective communication with party members throughout all activities. 2.9. Monitor party formation, paddling pace and space between kayaks and make required adjustments.

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3. Plan and run routes through rapids.	3.1. Scout rapids from the water and shore to identify hydrological features, hazards and impediments. 3.2. Assess features and hazards to determine a safe route through rapids. 3.3. Plan route through rapids accounting for party member numbers, abilities and management during run. 3.4. Identify reference points to guide chosen passage through rapids. 3.5. Run predetermined route using avoidance techniques to safely negotiate river hazards. 3.6. Use efficient paddling techniques and strokes and utilise hydrological features to assist in turning and crossing currents.
4. Rescue self following a capsize.	4.1. Execute a roll using techniques appropriate for situation to avoid a wet exit and re-establish paddling position promptly. 4.2. Exit the kayak in a controlled manner when unable to roll following a capsize, and recover paddle. 4.3. Maintain appropriate body position in water to minimise entrapment and injury. 4.4. Manoeuvre the paddle and upturned kayak to shore or to rescue craft. 4.5. Drain water from craft in safe shallow river position or on shore and re-enter craft on shore or in an eddy. 4.6. Use techniques when in deep water to empty water and re-enter kayak.
5. Perform deep water rescues in grade 3 rivers	5.1. Identify immediate hazards**,** assess risks and negotiate to avoid injury to self and others. 5.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 5.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 5.4. Provide clear and concise instructions to person being rescued and others assisting. 5.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 5.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
6. Land and secure kayaks.	6.1. Select a suitable location to exit the river, and to allow for any subsequent re-entries. 6.2. Land and disembark kayak using techniques suitable for river conditions to maintain stability. 6.3. Select a secure bank feature and secure kayak using

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appropriate knots.

6.4. Secure kayak for road transport, on activity conclusion, using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving river gradients, distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYK004 Paddle a kayak on grade 3 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group kayak trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - use different locations to launch and land kayaks to include:
    - the bank in moving water
    - ledges
    - eddies
  - run routes through at least four rapids
  - consistently control direction of kayaks forward, in reverse and sideways using leaning, edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes - feathered and sculling
    - stern rudder
    - support using back and front of blade
    - emergency stop
  - utilise the following techniques while consistently controlling the kayak:
    - combining strokes to effectively manoeuvre the kayak
    - breaking in and out of eddies and currents
    - forward and reverse ferry gliding
    - using hydrological features to assist with paddling, controlling the kayak and negotiating rapids
  - execute four controlled rolls as follows:
    - use at least one technique and roll in both directions
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore

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- complete three deep water rescues to assist a single capsized paddler, using these techniques:
  - T (or X) rescue
  - wedge rescue
- provide one contact tow
- provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for kayaking activities
- suitable clothing and footwear for kayaking activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for kayaking including specialist sandals, river or paddling shoes and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for grade 3 river conditions and how to fit and adjust these for comfort and safety
- types of single and double kayaks suitable for use in grade 3 river conditions and:
  - location and function of different parts of the kayak
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with kayaks used in grade 3 river conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry kayaks
- equipment features and techniques used to secure canoes to the bank and for transportation
- communication protocols for group kayaking activities to include:
  - calls
  - hand and paddle signals
  - whistles
- the International River Grading system:

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  - strengths and limitations of the grading system; what is covered and not covered in classifications
  - specifications for grade 3 rivers
  - examples of local rivers attributed as grade 3
- typical hydrology features and hazards for grade 3 rivers, how to recognise features from the shore and water, and techniques used to safely negotiate hazards:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- different locations that can be used to embark, launch, land and disembark kayaks in grade 3 waters including:
  - the bank in moving water
  - ledges
  - eddies
- for each of the above locations:
  - factors that affect selection
  - advantages and disadvantages of use
  - techniques used to embark, launch and land
- a range of strokes used in grade 3 river conditions to direct kayaks forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps

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  - bow draw strokes - feathered and sculling
  - stern rudder
  - support using back and front of blade
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- a range of techniques used to manoeuvre kayaks in grade 3 water:
  - combining strokes and which combinations are effective
  - breaking in and out of eddies and currents
  - forward and reverse ferry gliding
- how certain types of hydrological features can be used to assist with paddling, controlling the kayak and negotiating rapids
- for self rescues:
  - roll techniques suitable for use with sit in kayaks in grade 3 rivers
  - methods used to extricate self from inverted kayaks
  - methods used to control and manoeuvre the paddle and kayak to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in grade 3 river conditions
  - how to empty water from kayaks, and equipment used to assist
  - techniques used to re-establish upright kayak and re-enter in deep water
- for deep water rescues, the specific application of the following to grade 3 river conditions and kayaks:
  - features, functions and operation of equipment used for rescues, advantages and disadvantages
  - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
  - raft up techniques
  - T (or X) rescue techniques
  - wedge rescue techniques
  - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots
  - quick release knots.

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Assessment Conditions

Skills must be demonstrated on grade 3 rivers which must feature the following:

- rapids which have fairly high waves, one to two metres tall
- broken water, strong currents and eddies
- significant obstacles including large holes, exposed rocks and small falls that require manoeuvring around
- passages through rapids that are difficult to recognise from the river and inspection from the bank is usually required.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during kayaking activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets
- pea-less whistles not affected by water
- kayaks which can include singles or doubles
- kayak paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - carabiners, Prusik cords and tape sling
  - knives
- activity plans to include details of planned route
- template safety checklists
- information about the International River Grading System
- organisational safety and emergency response procedures for kayaking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOKYK005 Lead kayaking activities on inland flatwater

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during kayaking activities on flatwater areas according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct kayaking techniques applicable to flatwater conditions. To do this, leaders must be proficient in kayaking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate kayaking techniques applicable to flatwater conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise flatwater kayaking activities.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during flatwater kayaking activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYK005 Lead kayaking activities on inland flatwater

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three kayaking sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for kayaking activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to kayaking activities in flatwater conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated on inland flatwater areas which can be lakes, dams or slow moving rivers. The environment must feature the following:

- less than moderate wind conditions
- current flow is consistently documented as less than 1 knot.

An area for assessment should not be classified as flatwater if any of the following conditions are present:

- rapids of any grade
- surf of any size
- fetch greater than 1 nautical mile
- area is in the entrance to an estuary or embayment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks

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  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required
- pea-less whistles not affected by water
- kayaks which can include:
  - single or double sit in kayaks
  - single or double sit on top kayaks
- kayak paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for kayaking activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOKYK006 Lead kayaking activities on moving water up to grade 1 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during kayaking activities on waterways that feature slow moving water conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct kayaking techniques applicable to slow moving river conditions. To do this, leaders must be proficient in kayaking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate kayaking techniques applicable to slow moving river conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise	3.1. Supervise activity according to designated role, adjusting

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kayaking activities on slow moving water.	position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during kayaking activities on slow moving water.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOKYK006 Lead kayaking activities on moving water up to grade 1 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three kayaking sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for kayaking activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to kayaking activities on slow moving water:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated in slow moving water conditions in light to moderate wind conditions. Waters can include:

- large bodies of open water such as lakes or dams with slow moving water
- an estuary or embayment with slow moving water
- slow moving water, including grade 1 rivers, which would feature:
  - long stretches of slow moving water
  - relatively few obstacles and no major ones
  - an easy passage to find and follow
  - in grade 1 rivers, regular small waves and or riffles.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults

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- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required
- pea-less whistles not affected by water
- kayaks which can include:
  - single or double sit in kayaks
  - single or double sit on top kayaks
- kayak paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for kayaking activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOKYK007 Lead kayaking activities on grade 2 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during kayaking activities on grade 2 rivers according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct kayaking techniques applicable to grade 2 rivers. To do this, leaders must be proficient in kayaking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate kayaking techniques applicable to grade 2 rivers.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise kayaking activities on grade 2 rivers.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during kayaking activities on grade 2 rivers.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYK007 Lead kayaking activities on grade 2 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three kayaking sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for kayaking activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to kayaking activities on grade 2 rivers:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated on grade 2 rivers which must feature the following:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water, although some may require scouting.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions

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- Australian Standard, or equivalent, compliant lifejackets of a grade that meets local maritime regulator requirements for the location
- helmets
- pea-less whistles not affected by water
- kayaks which can include singles or doubles
- kayak paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for kayaking activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOKYK008 Lead kayaking activities on grade 3 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during kayaking activities on grade 3 rivers according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct kayaking techniques applicable to grade 3 rivers. To do this, leaders must be proficient in kayaking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate kayaking techniques applicable to grade 3 rivers.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise kayaking activities on grade 3 rivers.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during kayaking activities on grade 3 rivers.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOKYK008 Lead kayaking activities on grade 3 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three kayaking sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for kayaking activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to kayaking activities on grade 3 rivers:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these\
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated on grade 3 rivers which must feature the following:

- rapids which have fairly high waves, one to two metres tall
- broken water, strong currents and eddies
- significant obstacles including large holes, exposed rocks and small falls that require manoeuvring around
- passages through rapids that are difficult to recognise from the river and inspection from the bank is usually required.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions

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- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets
- pea-less whistles not affected by water
- kayaks which can include singles or doubles
- kayak paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for kayaking activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOKYS001 Paddle a sea kayak in enclosed waters

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a sea kayak as part of a group in enclosed waters and according to planned courses. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

This unit provides skills to paddle in enclosed waters defined as bays and harbours where no surf is present. Water would feature small breaking white capping waves up to 0.5 metre. Paddlers at this level can paddle in moderate winds of 11 - 16 knots (Beaufort Scale).

It applies to leaders, guides or instructors, who use these skills when leading participants during sea kayaking activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sea Kayaking

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre sea kayaks in enclosed waters.	2.1. Embark and launch sea kayak from shore while maintaining stability. 2.2. Control direction of sea kayak forward, in reverse and sideways using a range of appropriate strokes and edges. 2.3. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the sea kayak. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Monitor party formation, paddling pace and space between sea kayaks and make required adjustments.
3. Rescue self following a capsize.	3.1. Exit the sea kayak in a controlled manner, following a capsize, and recover paddle. 3.2. Manoeuvre the paddle and upturned sea kayak to shore or to rescue craft and empty out water. 3.3. Use techniques when in deep water to empty water and re-enter sea kayak.
4. Perform deep water rescues in enclosed	4.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others.

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waters.	4.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 4.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 4.4. Provide clear and concise instructions to person being rescued and others assisting. 4.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
5. Land and secure sea kayaks.	5.1. Land and disembark sea kayak on shore while maintaining stability. 5.2. Secure sea kayak for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYS001 Paddle a sea kayak in enclosed waters

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group sea kayak trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - consistently control direction of sea kayaks forward, in reverse and sideways using edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes - feathered and sculling
    - stern rudder
    - support using back of blade
    - emergency stop
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore
  - complete three deep water rescues to assist a single capsized paddler, using at least two techniques appropriate to the type of kayak craft in use provide one contact tow
  - provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for sea kayaking activities
- suitable clothing and footwear for sea kayaking activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits

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  - types of footwear suitable for sea kayaking including specialist sandals, water shoes and booties and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for enclosed water conditions and how to fit and adjust these for comfort and safety
- types of single and double sea kayaks suitable for use in enclosed waters and:
  - location and function of different parts of the kayak
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with sea kayaks used in enclosed waters, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry sea kayaks
- equipment features and techniques used to secure sea kayaks for transportation
- communication protocols for group sea kayaking activities to include:
  - calls
  - hand and paddle signals
  - whistles
- hydrological features of bays and harbours including currents, waves and tides sufficient to understand the impacts on sea kayaking activities
- typical hazards associated with paddling and swimming in enclosed water conditions, and techniques used to safely negotiate these:
  - currents
  - built objects – piers, navigation markers
  - steep, slippery or rocky shores
  - sections of dark, deep or cold water
  - marine animals
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- techniques used in enclosed waters to embark, launch, land and disembark sea kayaks from shore
- a range of strokes used in enclosed water conditions to direct sea kayaks forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps
  - bow draw strokes - feathered and sculling

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    - stern rudder
    - support using back of blade
    - emergency stop
- for each of the above strokes:
    - how to use them when solo paddling and when padding as a double
    - correct posture and trunk rotation
    - correct hand placement on paddle
    - wrist movement required to enable correct blade placement in water
    - correct paddle entry and exit points in relation to craft and body position
    - appropriate paddle depth in water to achieve effective stroke
    - correct paddle blade angle throughout stroke
- for self rescues:
    - methods used to extricate self from inverted sea kayaks
    - methods used to control and manoeuvre the paddle and sea kayak to shore
    - appropriate swimming strokes and techniques to use while in paddling gear in enclosed water conditions
    - how to empty water from sea kayaks, and equipment used to assist
    - techniques used to re-establish upright sea kayak and re-enter in deep water
- for deep water rescues, the specific application of the following to enclosed water conditions and sea kayaks:
    - features, functions and operation of equipment used for rescues, advantages and disadvantages
    - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
    - raft up techniques
    - rescue techniques specific to sit in kayaks
    - rescue techniques specific to sit on top kayaks
    - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
    - knots for tying on
    - rope joining knots
    - quick release knots.

Assessment Conditions

Skills must be demonstrated in enclosed waters which can be bays or harbours where no surf is present. The environment must feature the following:

- water with small breaking white capping waves up to 0.5 metre
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

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The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during sea kayaking activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required
- pea-less whistles not affected by water
- kayaks which can include:
  - single or double sit in kayaks
  - single or double sit on top kayaks
- sea kayak paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - knives
- activity plans to include details of planned route
- template safety checklists
- organisational safety and emergency response procedures for sea kayaking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sea kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOKYS002 Paddle a sea kayak in sheltered coastal waters

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a sea kayak as part of a group in sheltered coastal waters and according to planned courses. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

This unit provides skills to paddle in sheltered coastal waters defined as estuaries, embayments, areas enclosed or partly enclosed by islands or a fringing reef; or areas of exposed coastline with surf but without overfalls and tidal races present.

Water would feature small breaking white capping waves up to 0.5 metre with no difficult landings. Paddlers at this level can paddle in moderate winds of 11 - 16 knots (Beaufort Scale).

It applies to leaders, guides or instructors, who use these skills when leading participants during sea kayaking activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sea Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre sea kayaks in sheltered coastal waters.	2.1. Embark and launch sea kayak from shore while maintaining stability. 2.2. Control direction of sea kayak forward, in reverse and sideways using a range of appropriate strokes, leans, edges and combinations. 2.3. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the sea kayak. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Monitor party formation, paddling pace and space between sea kayaks and make required adjustments.
3. Rescue self following a capsize.	3.1. Execute techniques appropriate for situation to avoid a wet exit and re-establish paddling position promptly. 3.2. Exit the sea kayak in a controlled manner following a

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	capsize, and recover paddle. 3.3. Manoeuvre the paddle and upturned sea kayak to shore or to rescue craft and empty out water. 3.4. Use techniques when in deep water to empty water and re-enter sea kayak.
4. Perform deep water rescues in sheltered coastal waters.	4.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 4.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 4.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 4.4. Provide clear and concise instructions to person being rescued and others assisting. 4.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
5. Land and secure kayaks.	5.1. Land and disembark sea kayak on shore while maintaining stability. 5.2. Secure sea kayak for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect

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	efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYS002 Paddle a sea kayak in sheltered coastal waters

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group sea kayak trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - consistently control direction of sea kayaks forward, in reverse and sideways using leaning, edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes - feathered and sculling
    - stern rudder
    - support using front and back of blade
    - emergency stop
  - effectively manoeuvre the sea kayak by combining strokes
  - if utilising a sit in kayak, execute two controlled rolls in one direction
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore
  - complete three deep water rescues to assist a single capsized paddler, using at least two techniques appropriate to the type of kayak in use
  - provide one contact tow
  - provide one tow using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for sea kayaking activities
- suitable clothing and footwear for sea kayaking activities:

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    - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
    - reasons for layering clothes
    - effective design and construction features of waterproof gear and exposure suits
    - types of footwear suitable for sea kayaking including specialist sandals, water shoes and booties and their advantages over other types of footwear
    - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for sheltered coastal water conditions and how to fit and adjust these for comfort and safety
- types of single and double sea kayaks suitable for use in sheltered coastal water conditions and:
    - location and function of different parts of the kayak
    - different construction materials, effects on performance, advantages and disadvantages
    - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with sea kayaks used in sheltered coastal water conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
    - for ease of access and maximum usage of space
    - for stability of craft and minimal effect on trim
    - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry sea kayaks
- equipment features and techniques used to secure sea kayaks for transportation
- communication protocols for group sea kayaking activities to include:
    - calls
    - hand and paddle signals
    - whistles
- hydrological features of sheltered coastal waters including currents, waves and tides sufficient to understand the impacts on sea kayaking activities
- typical hazards associated with paddling and swimming in sheltered coastal water conditions, and techniques used to safely negotiate these:
    - currents
    - built objects – piers, navigation markers
    - steep, slippery or rocky shores
    - sections of dark, deep or cold water
    - marine animals
    - other boating traffic
    - exposure to lightning, storms and strong winds
    - prolonged emersion in cold water

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- techniques used in sheltered coastal waters to embark, launch, land and disembark kayaks from shore
- a range of strokes used in sheltered coastal water conditions to direct sea kayaks forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps
  - bow draw strokes - feathered and sculling
  - stern rudder
  - support using front and back of blade
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- how to effectively manoeuvre sea kayaks by combining strokes and which combinations are effective
- for self rescues:
  - roll techniques suitable for use with sit in kayaks in sheltered coastal waters
  - methods used to extricate self from inverted sea kayaks
  - methods used to control and manoeuvre the paddle and kayak to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in sheltered coastal water conditions
  - how to empty water from sea kayaks, and equipment used to assist
  - techniques used to re-establish upright sea kayak and re-enter in deep water
- for deep water rescues, the specific application of the following to sheltered coastal water conditions and sea kayaks:
  - features, functions and operation of equipment used for rescues, advantages and disadvantages
  - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
  - raft up techniques
  - rescue techniques specific to sit in kayaks
  - rescue techniques specific to sit on top kayaks
  - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots

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- quick release knots.

Assessment Conditions

Skills must be demonstrated in sheltered coastal waters which can be:

- estuaries
- embayments
- areas enclosed or partly enclosed by islands or a fringing reef
- areas of exposed coastline with surf but without overfalls and tidal races present.

The environment must feature the following:

- water with small breaking white capping waves up to 0.5 metre with no difficult landings
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during sea kayaking activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required
- pea-less whistles not affected by water
- kayaks which can include:
  - single or double sit in kayaks
  - single or double sit on top kayaks
- kayak paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - knives
- activity plans to include details of planned route
- template safety checklists
- organisational safety and emergency response procedures for sea kayaking activities.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sea kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOKYS003 Paddle a sea kayak in exposed coastal waters

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a sea kayak as part of a group in exposed coastal waters, and according to planned courses. It requires the ability to self-rescue from a capsize and to rescue others in deep water.

This unit provides skills to paddle in exposed coastal waters defined as areas of exposed coastline with surf but without overfalls and tidal races present.

Water would feature breaking white capping waves up to 1.0 metre and difficult landings may be involved. Paddlers at this level can paddle in fresh winds of 17-21 knots (Beaufort Scale).

It applies to leaders, guides or instructors, who use these skills when leading participants during sea kayaking activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sea Kayaking

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select clothing, footwear, personal protective and other equipment suitable for the paddle and conditions, and check for safe working condition. 1.2. Carry, prepare craft and complete safety and serviceability checks. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during paddle. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Paddle and manoeuvre sea kayaks in exposed coastal waters.	2.1. Embark and launch sea kayak from shore in surf while maintaining stability. 2.2. Control direction of sea kayak forward, in reverse and sideways using a range of appropriate strokes, leans, edges and combinations. 2.3. Maintain appropriate posture, use of trunk rotation, paddle and blade to efficiently paddle the sea kayak. 2.4. Utilise appropriate paddling strokes and techniques to manoeuvre sea kayaks across, into and down wind. 2.5. Utilise waves to assist in turning sea kayaks. 2.6. Avoid or negotiate obstacles and hazards using a combination of strokes and paddling techniques. 2.7. Maintain visual contact and effective communication with party members throughout all activities. 2.8. Monitor party formation, paddling pace and space between sea kayaks and make required adjustments.
3. Rescue self following a capsize.	3.1. Execute a roll using techniques appropriate for situation to avoid a wet exit and re-establish paddling position promptly. 3.2. Exit the sea kayak in a controlled manner when unable to roll following a capsize, and recover paddle. 3.3. Manoeuvre the paddle and upturned sea kayak to shore

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	or to rescue craft and empty out water. 3.4. Use techniques when in deep water to empty water and re-enter sea kayak.
4. Perform deep water rescues in exposed coastal waters.	4.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 4.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 4.3. Manoeuvre rescue craft to capsized party member, forming a raft-up as required. 4.4. Provide clear and concise instructions to person being rescued and others assisting. 4.5. Assist rescuee to return to their craft using rescue technique appropriate to situation. 4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.
5. Land and secure sea kayaks.	5.1. Land and disembark sea kayak on shore in surf while maintaining stability. 5.2. Secure sea kayak for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising	• manage own timing to complete activities within planned

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skills to: timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYS003 Paddle a sea kayak in exposed coastal waters

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group sea kayak trips
- complete at least one solo paddle for one of the above trips
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - consistently control direction of sea kayaks forward, in reverse and sideways using leaning, edging and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw strokes - feathered and sculling
    - stern rudder
    - support using back and front of blade
    - emergency stop
  - utilise the following techniques while consistently controlling the sea kayak:
    - combining strokes to effectively manoeuvre the sea kayak
    - manoeuvring the sea kayak across, into and down wind
    - using waves to assist in turning
  - execute four controlled rolls as follows:
    - use one or more techniques and roll in both directions
- participate in simulations to:
  - complete two self-rescues following a capsize, swimming self and craft a maximum distance of 50 metres to shore
  - complete three deep water rescues to assist a single capsized paddler, using these techniques:
    - T (or X) rescue
    - wedge rescue
  - provide one contact tow
  - provide one tow using a towline with a quick release system.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for sea kayaking activities
- suitable clothing and footwear for sea kayaking activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for kayaking including specialist sandals, water shoes and booties and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for exposed coastal water conditions and how to fit and adjust these for comfort and safety
- types of single and double sea kayaks suitable for use in exposed coastal water conditions and:
  - location and function of different parts of the kayak
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of paddles suitable for use with sea kayaks used in exposed coastal water conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry sea kayaks
- equipment features and techniques used to secure sea kayaks for transportation
- communication protocols for group sea kayaking activities to include:
  - calls
  - hand and paddle signals
  - whistles
- typical hydrology features and hazards for exposed coastal waters, and techniques used to safely negotiate hazards:
  - currents
  - waves
  - tides
  - swell
  - rips

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  - built objects – piers, navigation markers
  - steep, slippery or rocky shores
  - sections of dark, deep or cold water
  - marine animals
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- techniques used in exposed coastal waters to embark, launch, land and disembark kayaks from shore in surf
- a range of strokes used in exposed coastal water conditions to direct sea kayaks forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps
  - bow draw strokes - feathered and sculling
  - stern rudder
  - support using back and front of blade
  - emergency stop
- for each of the above strokes:
  - how to use them when solo paddling and when padding as a double
  - correct posture and trunk rotation
  - correct hand placement on paddle
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- a range of techniques used to manoeuvre kayaks in exposed coastal waters:
  - combining strokes and which combinations are effective
  - manoeuvring sea kayaks across, into and down wind
  - using waves to assist in turning
- for self rescues:
  - roll techniques suitable for use with sit in kayaks in exposed coastal waters
  - methods used to extricate self from inverted sea kayaks
  - methods used to control and manoeuvre the paddle and sea kayak to shore
  - appropriate swimming strokes and techniques to use while in paddling gear in exposed coastal water conditions
  - how to empty water from sea kayaks, and equipment used to assist
  - techniques used to re-establish upright sea kayak and re-enter in deep water
- for deep water rescues, the specific application of the following to exposed coastal water conditions and sea kayaks:
  - features, functions and operation of equipment used for rescues, advantages and disadvantages

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  - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue
  - raft up techniques
  - T (or X) rescue techniques
  - wedge rescue techniques
  - techniques for contact tows and those using a towline with a quick release system
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots
  - quick release knots.

Assessment Conditions

Skills must be demonstrated in areas of exposed coastline with surf but without overfalls and tidal races present. The environment must feature the following:

- water with breaking white capping waves up to 1.0 metre and difficult landings may be involved
- ideally fresh winds of 17-21 knots (Beaufort Scale); winds could vary but warnings should not exceed fresh wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response

Assessment must ensure use of:

- a group of participants with whom the individual interacts during sea kayaking activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required
- pea-less whistles not affected by water
- kayaks which can include singles or doubles
- kayak paddles
- ropes and tie down straps
- rescue equipment:
  - towlines
  - carabiners, Prusik cords and tape sling
  - bailing device
  - knives
- activity plans to include details of planned route

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- template safety checklists
- organisational safety and emergency response procedures for sea kayaking activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sea kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOKYS004 Lead sea kayaking activities in enclosed waters

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during sea kayaking activities in enclosed waters according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct sea kayaking techniques applicable to enclosed waters. To do this, leaders must be proficient in sea kayaking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sea Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate sea kayaking techniques applicable to enclosed waters	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise sea kayaking activities in enclosed waters.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during sea kayaking activities in enclosed waters.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOKYS004 Lead sea kayaking activities in enclosed waters

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three sea kayaking sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for sea kayaking activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to sea kayaking activities in enclosed waters:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated in enclosed waters which can be bays or harbours where no surf is present. The environment must feature the following:

- water with small breaking white capping waves up to 0.5 metre
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required

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- pea-less whistles not affected by water
- kayaks which can include:
  - single or double sit in kayaks
  - single or double sit on top kayaks
- sea kayak paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for sea kayaking activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sea kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOKYS005 Lead sea kayaking activities in sheltered coastal waters

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during sea kayaking activities in sheltered coastal waters according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct sea kayaking techniques applicable to sheltered coastal waters. To do this, leaders must be proficient in sea kayaking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sea Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate sea kayaking techniques applicable to sheltered coastal waters.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise sea	3.1. Supervise activity according to designated role, adjusting

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kayaking activities in sheltered coastal waters.	position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during sea kayaking activities in sheltered coastal waters.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOKYS005 Lead sea kayaking activities in sheltered coastal waters

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three sea kayaking sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for sea kayaking activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to sea kayaking activities in sheltered coastal waters:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated in sheltered coastal waters which can be:

- estuaries
- embayments
- areas enclosed or partly enclosed by islands or a fringing reef
- areas of exposed coastline with surf but without overfalls and tidal races present.

The environment must feature the following:

- water with small breaking white capping waves up to 0.5 metre with no difficult landings
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks

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  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- helmets as required
- pea-less whistles not affected by water
- kayaks which can include:
  - single or double sit in kayaks
  - single or double sit on top kayaks
- kayak paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for sea kayaking activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sea kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOKYS006 Lead sea kayaking activities in exposed coastal waters

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during sea kayaking activities in exposed coastal waters according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct sea kayaking techniques applicable to exposed coastal waters. To do this, leaders must be proficient in sea kayaking skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sea Kayaking

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate sea kayaking techniques applicable to exposed coastal waters.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Form a raft up of participants, as required, for demonstrations. 2.7. Check and confirm participant ability to use and control equipment before activity commencement. 2.8. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise sea	3.1. Supervise activity according to designated role, adjusting

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kayaking activities in exposed coastal waters.	position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during sea kayaking activities in exposed coastal waters.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOKYS006 Lead sea kayaking activities in exposed coastal waters

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three sea kayaking sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
- utilise options provided in Assessment Conditions to:
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults
  - after each session, facilitate a debrief with participants and participate in a team member debrief.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for sea kayaking activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to sea kayaking activities in exposed coastal waters:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated in areas of exposed coastline with surf but without overfalls and tidal races present. The environment must feature the following:

- water with breaking white capping waves up to 1.0 metre and difficult landings may be involved
- ideally fresh winds of 17-21 knots (Beaufort Scale); winds could vary but warnings should not exceed fresh wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location

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- helmets as required
- pea-less whistles not affected by water
- kayaks which can include singles or doubles
- kayak paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for sea kayaking activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sea kayaking leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOPLN001 Finalise operation of outdoor recreation activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to organise the final operational logistics for any type of outdoor recreation activity before departure. It requires the ability to evaluate the predetermined activity plan, which might be self-developed or developed by others, and to adjust this according to current conditions. It involves the final selection and packing of equipment.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to individuals who work independently or with limited guidance from others in operational or coordination roles. This includes logistics coordinators and leaders, guides or instructors, who will be responsible for delivering the activity.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Planning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm operational details for activity.	1.1. Identify, from activity plans, characteristics and abilities of and special requirements for participants. 1.2. Interpret plans and risk assessments for activity and confirm suitability. 1.3. Access and interpret current weather and environmental information to ascertain impacts on activity plans. 1.4. Confirm receipt of, and conditions that apply to, any required permits and permissions from land management authorities, owners or custodians. 1.5. Make adjustments to location and activity, as required, within scope of responsibility or refer for authorisation. 1.6. Inform relevant personnel of locations, routes and anticipated timings before departure.
2. Prepare and pack equipment for activities.	2.1. Select, as required, first aid, rescue, navigation and communication equipment suitable for destinations and according to activity plans. 2.2. Select activity equipment according to activity plans and known participant characteristics. 2.3. Adjust selection according to current operational conditions. 2.4. Complete pre-departure safety and serviceability checks on equipment. 2.5. Pack equipment according to route terrain, access requirements during activity, and to ensure load balance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	**DESCRIPTION**
Reading skills to:	• interpret factual operational information in familiar formats • interpret sometimes unfamiliar and potentially complex information about participant characteristics, land management requirements and risk assessments.
Writing skills to:	• use fundamental sentence structure to complete pre-departure safety and serviceability forms that require factual information.

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Numeracy skills to:	• calculate and load correct quantities of equipment and resources.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support staff and base operational staff to finalise activity logistics.
Planning and organising skills to:	• follow a logical selection, loading and checking process.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOPLN001 Finalise operation of outdoor recreation activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- organise the final pre-departure operational logistics for three different group activity sessions according to predetermined activity plans
- for each of the three group activity sessions, select, complete pre-departure safety and serviceability checks for, and pack the following:
  - activity and personal protective equipment
  - first aid equipment
  - rescue equipment
  - communication equipment
- utilise options provided in Assessment Conditions to make adjustments to two planned activity sessions after evaluating:
  - participant characteristics and associated risks
  - current weather and other environmental information and associated risks.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- features and inclusions of activity plans to be considered when finalising operational logistics for an activity:
  - participant profiles
  - equipment lists
  - resource lists
  - risk assessments
  - location and duration of activities
- sources of information on weather and environmental conditions and how to use to ascertain activity conditions
- specific to the particular type of outdoor recreation activity:
  - the effects of weather and other environmental conditions on:
    - activity and management of risk
    - route

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    - selection of equipment including personal protective and rescue equipment
  - local activity venues, sites or locations suited to current conditions
  - aspects of applicable state, territory, local government or land manager regulations sufficient to know where the activity may be delivered and under what conditions
  - pre-departure safety and serviceability checks for equipment including personal protective and rescue equipment
- features and functions, at an overview level, of different types of communication equipment used for recreational activities, and factors that affect choice:
  - radio equipment
  - mobile phones and applications
  - satellite phones
  - alerting and tracking devices including personal locator beacons (PLBs).
- safe manual handling techniques used to avoid injury when shifting and packing equipment
- importance of loading equipment and supplies for:
  - even weight distribution and load balance particular to the transportation mode and terrain (vehicle, trailer, vessel, watercraft, cycle, horse etc.)
  - easy access at relevant time during activities
- waterproofing and stowing techniques used to keep clothing and equipment dry during activities.

Assessment Conditions

Skills must be demonstrated in a venue, such as an operational depot, from where recreational activities depart and pre-departure checks and loading take place. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to adjusting activity sessions
- activity, personal protective and rescue equipment specific to the particular type of outdoor recreation activity
- first aid equipment
- navigation equipment, where relevant
- communication equipment including equipment for emergency response
- specific to particular activity sessions:
  - participant profiles
  - activity plans
  - equipment lists
  - resource lists

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  - risk assessments to include known and anticipated hazards, risks and control measures
  - permits and permissions, where relevant
- hard copy or online information on weather and other environmental conditions
- documents issued by state, territory, local government regulators or land managers describing regulations for operating recreational activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOPLN002 Plan outdoor activity sessions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge to plan sessions for any type of outdoor recreation activity and to coordinate operational logistics. It requires the ability to plan for activity sessions within a whole of program, or for standalone activity sessions that meet the needs of participants, and to evaluate the effectiveness of sessions.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to individuals who work independently or with limited guidance from others in senior operational or coordination roles. This includes logistics coordinators and senior leaders, guides or instructors, who will be responsible for delivering the activity session.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Outdoor Recreation Planning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Identify needs and expectations of participants.	1.1. Obtain information to determine preferences and expectations of participants. 1.2. Identify characteristics, abilities and special needs of participants. 1.3. Advise participants of any reasons why they should not participate in activities.
2. Plan activity sessions.	2.1. Determine activity objectives to meet identified participant needs. 2.2. Plan activity session to meet identified objectives, needs, participant characteristics and abilities, and to enhance participation and motivation. 2.3. Consult with relevant personnel and clients, as required, for input to activity plan and adjust accordingly. 2.4. Determine human and other resource requirements and plan session within budgetary constraints and organisational capacity to deliver. 2.5. Obtain and interpret weather and environmental information and factor into plans. 2.6. Complete activity risk assessment, according to organisational policies and procedures, and plan session according to determined risks and control measures. 2.7. Document and present activity plan for approval by relevant personnel and or clients.
3. Coordinate activity resources.	3.1. Select activity venues, sites or locations appropriate for activity, participant needs and abilities, and organise access. 3.2. Obtain or check on any required permits and permissions from land management authorities, owners or custodians. 3.3. Identify roles of activity delivery personnel and roster those with appropriate skill set. 3.4. Allocate equipment to meet activity and participant needs. 3.5. Identify food and water required to maintain physiological wellbeing of participants and personnel for activity duration. 3.6. Organise, as required, catering, temporary sites and other resources.
4. Issue activity documents and brief delivery personnel.	4.1. Complete operational documents required by personnel delivering the activity. 4.2. Brief delivery personnel and support staff in operational details of the activity.

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5. Evaluate effectiveness of activity sessions.	5.1. Obtain and evaluate feedback from delivery personnel and participants. 5.2. Identify successes, problems and difficulties. 5.3. Evaluate effectiveness of activity and identify areas for improvement to assist future planning.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar and potentially complex information about participant characteristics and land management requirements.
Writing skills to:	• develop comprehensive recreational activity plans and operational documents using language easily understood by all staff.
Self-management skills to:	• take responsibility for activity session development from initial research through to evaluation • critically evaluate successes and failures of recreational activities to initiate improvements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOPLN002 Plan outdoor activity sessions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan three different outdoor activity sessions tailored to the particular needs of three different participant groups
- for each of the above sessions, coordinate all activity resources
- for each the above sessions, develop the following operational documents required by delivery personnel and provide a briefing:
  - activity plan
  - activity risk assessment
  - participant profiles
- utilise options provided in Assessment Conditions to:
  - evaluate feedback from delivery personnel and participants for two activity sessions
  - determine how to modify aspects of future sessions according to evaluation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for completing risk assessments
- different reasons and objectives for people participating in outdoor recreation activities
- principles and theories of recreational activity design to:
  - achieve objectives of different types of participants
  - enhance engagement and motivation
  - provide educational outcomes
- factors that affect activity design to meet participant preferences, expectations and needs:
  - participant characteristics:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability

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    - objectives of activity participation
    - budget and cost expectations
    - desired duration of activity session
    - season of operation, weather and environmental conditions
- specific to the particular type of outdoor recreation activity:
    - factors affecting ability to participate and reasons for non-participation
    - suitable activity venues, sites or locations
    - aspects of applicable state, territory, local government, land manager, owner or custodian regulations sufficient to know:
        - where the activity may be delivered and under what conditions
        - how to obtain and maintain permits or permissions
    - key features of the range of equipment required
    - roles of delivery personnel and level of skill required:
        - leaders (guides or instructors)
        - activity assistants
        - organisational support personnel
        - support personnel provided by client groups
    - acceptable ratio of participants to leaders to ensure safety
    - daily fluid and energy requirements of participants and any local environmental conditions which impact
- basic principles of nutrition sufficient to know the food groups, source of nutrients and the basis of a balanced meal plan
- format, inclusions and use of operational documents required by delivery personnel:
    - activity risk assessment
    - activity plans for sessions
    - participant profiles
    - participant informed consents
- methods used to evaluate recreational activities:
    - participant, staff and client organisation evaluation questionnaires
    - debriefs with delivery personnel and client organisations
    - evaluation of complaints, problems, difficulties or incident reports.

Assessment Conditions

Assessment must ensure use of:

- clients and team members with whom the individual can interact; these can be:
    - clients and team members in an industry workplace, or
    - people who participate simulated activities during the assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
    - evaluating feedback from delivery personnel and participants

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    - modifying aspects of subsequent sessions according to evaluation.
- weather and environmental information including terrain when relevant
- participant profiles to include:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
- template:
    - activity risk assessments
    - activity plans for sessions
    - participant informed consents
- organisational policies and procedures for completing risk assessments
- documents issued by state, territory, local government regulators or land managers describing regulations for operating recreational activities

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOPLN003 Develop outdoor recreation programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge to develop outdoor recreation programs for any type of recreational activity, to plan whole of program operational logistics, and to evaluate, modify and continuously improve programs.

Programs may be developed for general consumer groups or customised to the needs of a particular client group. Programs could consist multiple and different sessions for the same group or a series of the same session for different groups.

This unit applies to any type of organisation that delivers outdoor recreation programs including commercial, not-for-profit and government organisations.

It applies to senior personnel who work autonomously and who are responsible for making decisions at an organisational level. This includes program managers and senior leaders, guides or instructors, who may also deliver the program.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Outdoor Recreation Planning

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify needs and expectations of participant groups.	1.1. Identify and analyse program preferences and expectations of different consumer markets. 1.2. Discuss and determine preferences, expectations, characteristics, abilities and special needs of particular client groups. 1.3. Advise client of any reasons why their participants should not participate in a program.
2. Plan programs for outdoor recreation activities.	2.1. Determine program objectives to meet identified participant needs. 2.2. Design program to meet identified objectives, needs, participant characteristics and abilities and to enhance participation and motivation. 2.3. Consult, as relevant, with client, land managers, owners and custodians for input to program design and adjust accordingly. 2.4. Determine human and other resource requirements and design programs within budgetary constraints and organisational capacity to deliver. 2.5. Obtain and interpret weather and environmental information and factor into forward plans. 2.6. Complete program risk assessment, according to organisational policies and procedures, and design program according to determined risks and control measures. 2.7. Document and present program for approval by other parties; personnel, clients, land managers, owners or custodians, as relevant.
3. Coordinate program resources.	3.1. Allocate resources according to program budget and refer problems to relevant personnel. 3.2. Evaluate and organise access to activity venues, sites or locations appropriate for program, participant needs and abilities. 3.3. Obtain any required permits and permissions from land management authorities, owners or custodians. 3.4. Identify roles of activity delivery personnel, select and roster those with appropriate skill set. 3.5. Allocate organisational equipment and obtain other, as required, to meet program and participant needs.

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	3.6. Arrange for equipment to be safely customised for use by different participant groups. 3.7. Book camp sites, accommodation, catering and other resource requirements as required.
4. Develop program documents and brief delivery personnel.	4.1. Determine, develop and provide information documents for client and program participants. 4.2. Determine, develop and provide operational documents required by personnel delivering the recreational program. 4.3. Brief delivery personnel and support staff in operational and risk management details of program.
5. Evaluate effectiveness of the program.	5.1. Determine criteria for program evaluation. 5.2. Liaise with delivery personnel and clients throughout program operation to identify successes, problems and difficulties. 5.3. Obtain and evaluate feedback from delivery personnel, clients and participants, according to evaluation criteria. 5.4. Evaluate program according to criteria and consultation with others. 5.5. Modify and continuously improve current and future programs according to feedback and program evaluation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes unfamiliar and potentially complex information about participant characteristics and land management requirements.
Writing skills to:	• develop comprehensive recreational programs and operational documents using language easily understood by clients, participants and staff.
Self-management skills to:	• take responsibility for program development from initial research through to evaluation • critically evaluate successes and failures of program to initiate improvements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOPLN003 Develop outdoor recreation programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design two different outdoor recreation programs tailored to the particular needs of two different participant groups
- for each of the above programs, coordinate whole of program resources
- for each the above programs, develop the following documents:
  - information documents for client and program participants
  - operational documents required by delivery personnel and provide a briefing:
    - program plan
    - program risk assessment
    - participant profiles
    - two activity session plans or outlines
- utilise options provided in Assessment Conditions to:
  - evaluate feedback from delivery personnel, client, and participants for one program
  - determine how to modify aspects of future programs according to evaluation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for completing risk assessments
- different reasons and objectives for people participating in outdoor recreation activities
- principles and theories of recreational programming and sequencing of activities to:
  - achieve objectives of different types of participants
  - enhance engagement and motivation
  - provide educational outcomes
- for outdoor recreation organisations:
  - different types of consumer markets and different types of programs that are delivered
  - program preferences, expectations and special needs of different consumer markets
- factors that affect general program design:
  - requirements of local land managers, owners and custodians

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    - season of operation, weather and environmental conditions
    - organisational budget and cost expectations of market
    - availability of activity sites or venues
    - style, location and availability of accommodation to meet consumer expectations
    - style of catering to meet expectations and operational constraints of providing
- factors that affect program design for particular client groups:
    - participant characteristics:
        - age, size and weight
        - current experience in the recreational activity and skill level
        - fitness level and physical capabilities
        - injuries and medical conditions
        - emotional, behavioural and intellectual ability or disability
    - objectives of program participation
    - budget and cost expectations
    - desired duration of program
    - preferred style of accommodation and catering
- specific to the particular type of outdoor recreation activity:
    - factors affecting ability to participate and reasons for non-participation
    - suitable activity venues, sites or locations
    - aspects of applicable state, territory, local government, land manager, owner or custodian regulations sufficient to know:
        - where the activity may be delivered and under what conditions
        - how to obtain and maintain permits or permissions
    - key features of the range of equipment required and how equipment can be customised to suit different participants
    - sources of additional non-organisational equipment
    - roles of delivery personnel and level of skill required:
        - leaders (guides or instructors)
        - activity assistants
        - organisational support personnel
        - support personnel provided by client groups
    - acceptable ratio of participants to leaders to ensure safety
- format, inclusions and use of program documents:
    - information documents for client and program participants
    - operational documents required by delivery personnel:
        - program plan
        - program risk assessment
        - participant profiles
        - session plans or outlines
        - participant informed consents

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    - land manager, owner or custodian permits or permissions
- methods used to evaluate recreational programs:
    - participant, staff and client evaluation questionnaires
    - debriefs with delivery personnel and client organisations
    - evaluation of complaints, problems, difficulties or incident reports.

Assessment Conditions

Assessment must ensure use of:

- clients, team members and land management stakeholders with whom the individual can interact; these can be:
    - clients, team members and land management stakeholders in an industry workplace, or
    - people who participate in simulated activities during assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
    - evaluating feedback from delivery personnel, clients and participants
    - modifying aspects of subsequent programs according to evaluation
- weather and environmental information including terrain when relevant
- participant profiles to include:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
- template:
    - program plans
    - program risk assessments
    - session plans or outlines
    - participant informed consents
- organisational policies and procedures for completing risk assessments
- documents issued by state, territory, local government regulators or land managers describing regulations for operating recreational activities

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess associated risks, take measures to eliminate or control those risks and document all processes. It covers the processes necessary to manage the significant risks associated with delivering outdoor recreation activities. It can apply to whole of program planning or planning for standalone activity sessions and is relevant to any type of activity.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to individuals who plan or deliver programs or activity sessions including program and logistics managers and coordinators, and leaders (guides or instructors). They may complete risk assessments independently, in consultation with others or through a team effort.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Outdoor Recreation Planning

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify hazards for outdoor recreation activities.	1.1. Use hazard identification and risk assessment templates, independently or with other personnel to complete assessments. 1.2. Use a range of methods to identify current and foreseeable hazards with potential to harm health and safety of anyone involved in or present during activities. 1.3. Identify built or environmental obstacles and hazards in areas where activities are delivered. 1.4. Gather and interpret weather and environmental information to ascertain impacts on activity conditions. 1.5. Identify features of and potential hazards for equipment to be used. 1.6. Record identified hazards according to organisational procedures and legal requirements.
2. Assess risks associated with hazards.	2.1. Consult with other personnel, as required, for input into risk assessments. 2.2. Collect sufficient evidence of the type and level of risk posed by identified hazards. 2.3. Use commonly accepted methods to complete risk analysis and risk assessments. 2.4. Document outcomes of risk assessments and proposed actions to eliminate or control risks. 2.5. Maintain records of risk assessments according to organisational procedures and legal requirements.
3. Assess risks associated with participants.	3.1. Identify participant characteristics and level of recreational skill to assess and determine acceptable degree of difficulty and risk for activities. 3.2. Identify reasons for general and particular client groups participating in outdoor recreation activities and different perceptions of competence and associated risk. 3.3. Assess how perceptions and behaviour might change while participating in specific activities. 3.4. Identify risk management strategies for potential participant responses and behaviour. 3.5. Maintain records of assessments according to organisational procedures and legal requirements.
4. Plan activities to eliminate or control	4.1. Evaluate and determine ways to eliminate hazards from

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risks.	activity. 4.2. Evaluate and determine ways that risks can be effectively controlled for activity. 4.3. Determine measures to eliminate or control risks, within scope of responsibility or refer for authorisation. 4.4. Incorporate risk control methods into documented plans and procedures for recreational activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• interpret complex and sometimes unfamiliar documents which can include:
	  • organisational work health and safety procedures and templates
	  • materials describing work health and safety regulatory requirements for hazard identification and risk assessment.

Numeracy skills to:	• score the level of risk and calculate overall risk level for hazards.
Self-management skills to:	• critically analyse hazards and logically evaluate associated risks to apply effective and tailored control measures.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three risk assessments for different activity sessions
- incorporate risk control methods into documented plans and safety procedures for the above three sessions
- complete three risk assessments for particular participant groups, and develop and document risk management strategies for potential participant responses and behaviour.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements under the local state or territory work health and safety law for:
  - organisational and worker responsibility to ensure safety of self, other workers and other people in the workplace
  - when, where and how hazards must be identified
  - when, where and how risk assessments must be conducted
  - consultation in the hazard identification and risk assessment process
  - record keeping
- for outdoor recreation organisations:
  - what constitutes the workplace including environments where activities occur
  - what constitutes a worker including paid and volunteer workers
  - what constitutes other people present in the workplace including participants and spectators
- organisational work health and safety procedures for:
  - identifying hazards and assessing risks
  - assessing risks associated with participants
- a range of methods that can be used to identify hazards for recreational activities to include:
  - inspecting the activity site or venue and all equipment used for the activity, and completing safety checklists

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  - gathering and evaluating weather and environmental information including terrain when relevant
  - identifying participant characteristics and level of recreational skill
  - reviewing accidents and near miss incidents
  - evaluating the complexity of activities
- features of commonly used risk assessment methods which can include:
  - identifying potential injuries, illness and consequences
  - determining the exposure
  - estimating probability
  - determining overall risk level
- features of commonly used methods for controlling risks which can include:
  - substituting systems or equipment with something safer
  - isolating the hazard
  - introducing engineering or administrative or procedural controls
  - using personal protective equipment
  - implementing combined controlled measures to minimise risks
- factors that affect the development and use of risk management strategies to manage potential participant responses and behaviour:
  - participant characteristics:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - reasons why people engage in outdoor activities that involve risk
  - participant perceptions of own competence and risk from low to high and how this can be a match or mismatch to actual competence and risk
  - how optimal arousal and flow state during recreational activities can affect how personal risk is managed
- risk management strategies for potential participant responses and behaviour:
  - setting ground rules
  - role modelling safe behaviours
  - closely monitoring, supervising and correcting behaviour of confident and influential participants
  - closely monitoring, supervising less confident participants
  - removing participants from activities
  - postponing, modifying or ceasing activities
- specific to the particular type of outdoor recreation activity:
  - industry association safety standards or codes or practice
  - safety standards or codes of practice issued by national, state or territory work health and safety authorities

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- format, inclusions and use of templates to:
  - identify and record hazards
  - identify and record safety issues associated with potential participant behaviour
  - assess and record associated risks and control methods.

Assessment Conditions

In order to demonstrate the physical hazard identification components of this unit, access to the following is required:

- the environment where the recreational activities are conducted
- all equipment used for the activity.

Assessment must ensure use of:

- hazard identification and risk assessment templates specific to recreational activities
- weather and environmental information including terrain when relevant
- participant profiles to include:
  - age, size and weight
  - current experience in the recreational activity and skill level
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
- organisational work health and safety procedures for:
  - identifying hazards and assessing risks
  - assessing risks associated with participants
- specific to the particular type of outdoor recreation activity:
  - industry association safety standards or codes of practice
  - safety standards or codes of practice issued by national, state or territory work health and safety authorities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to collect and interpret information on weather conditions for a specific locality or region. It also requires the ability to collect and evaluate information about environmental events such as floods, bushfires and droughts. These skills are used to plan outdoor recreation programs and activity sessions, and to assess weather and other conditions immediately before and during activities.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to individuals who plan or deliver programs or activities including program and logistics managers and coordinators, and leaders (guides or instructors).

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Outdoor Recreation Planning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interpret information from a weather map.	1.1. Select map type according to required use. 1.2. Interpret weather map symbols and colours and associated weather conditions. 1.3. Compare and identify differences between current weather conditions and a current weather forecast.
2. Obtain and interpret information about, weather conditions for a locality or region.	2.1. Identify seasonal variations in weather patterns for a specific area. 2.2. Obtain long and short range weather forecasts for the general region and activity location. 2.3. Determine differences between large scale and localised weather conditions for a specific area. 2.4. Identify major cloud types, altitude level and influence on local weather. 2.5. Identify typical wind types, speeds and directions for locality and seasonal variations. 2.6. Determine effects of topography and landforms on weather conditions for activity location.
3. Obtain and interpret information about environmental events.	3.1. Access and interpret information about seasonal environmental events that occur in a specific area and locality. 3.2. Access and evaluate information on current environmental events and likelihood of impact on operational zone of outdoor recreation activities.
4. Plan activities according to weather and environmental conditions.	4.1. Determine and document a weather prediction for duration of activity for a specific locality or region using weather maps and forecast data. 4.2. Identify hazards associated with the onset of changing weather and other environmental conditions for locality or region and impacts on activities. 4.3. Assess weather conditions and forecast immediately before activities to determine suitability and limitations of activities. 4.4. Identify and implement strategies to ensure the safety and wellbeing of participants in current and predicted weather conditions.
5. Interpret weather in the field.	5.1. Access immediate weather forecast in the field, as able, and identify conditions and onset timelines. 5.2. Use a range of atmospheric features including wind and direction, temperature, sky colour, cloud type and coverage to assess weather. 5.3. Estimate probable changing weather conditions and

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onset timelines.

5.4. Identify and implement strategies to ensure the safety and wellbeing of participants in prevailing weather conditions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and potentially complex technical information about weather and environmental events.
Writing skills to:	• record weather predictions incorporating correct terminology and jargon.
Numeracy skills to:	• interpret and record detailed numerical data involving degrees, percentages, speeds, volume and mass.
Technology skills to:	• use a range of technologies to access information about weather and environmental conditions.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for a particular region or locality and for a particular type of outdoor recreational activity:
  - interpret weather and environmental conditions for the seasons of operation and outline the following in a brief written or verbal report to include:
    - nature of different weather conditions in different seasons
    - nature of environmental events that occur and likelihood of their onset
    - activity specific hazards associated with those conditions
    - optimum time for operation of activities
  - interpret weather and environmental conditions for the operation of three forthcoming activity sessions and outline the following in a brief written or verbal report:
    - the predicted weather conditions for the duration of each activity session
    - activity specific hazards associated with the onset of particular weather conditions and environmental events
    - how activities can be delivered to provide for the safety and wellbeing of participants
  - utilise options provided in Assessment Conditions to interpret weather conditions in the field during the operation of two activity sessions and determine required activity modifications to suit prevailing conditions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different types of weather maps, forecasts, current weather and environmental event information that are available
- trusted sources and technologies used to access weather and environmental event information
- methods used to predict and record weather conditions
- characteristics of different map types and their different uses:
  - mean sea level pressure analysis
  - synoptic charts

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- forecast charts
- marine wind forecasts

- symbols and colours used on weather maps, what they represent, and associated weather conditions:
  - cyclones
  - anti-cyclones
  - isobars
  - depressions
  - troughs
  - ridges
  - fronts – cold, warm, stationary, occluded
  - precipitation type and intensity - drizzle, rain, hail, sleet, snow
  - wind speed and direction
  - sky, cloud cover
  - temperature
- difference between current weather conditions and current forecast
- different cloud types, altitude range and effects on ground weather:
  - cirrus
  - stratus
  - cumulus
  - nimbus
  - cumulonimbus
- for a particular region or locality:
  - the general seasonal patterns of weather and environmental events to include:
    - temperature
    - humidity
    - precipitation
    - winds of different types, strengths and directions, common wind chill factors and how these are ascertained
    - storms
    - lightning
    - cyclones
    - floods
    - bush fires
    - droughts
    - tides and currents, as relevant
  - difference between large scale and localised weather conditions and forecasts
  - different topography and landforms present, and effects on local weather

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    - hazards associated with local weather conditions and environmental events, including those which are life threatening, (e.g. storms, lightning, cyclones, floods, tides, currents, bush fires, droughts)
- specific to the particular type of outdoor recreation activity:
    - particular weather conditions and weather hazards which affect operations
    - particular hazardous environmental events which affect operations
    - adjustments that can be made to provide for the safety and wellbeing of participants
    - when conditions are so extreme that activities must be abandoned
- how the following can be used to estimate probable changing weather conditions and onset timelines:
    - wind and direction
    - temperature
    - sky colour, cloud type and coverage.

Assessment Conditions

Skills for in the field interpretation of weather must be demonstrated in an environment specific to the particular type of outdoor recreation activity.

Assessment must ensure use of:

- information about the region and locality to allow the individual to evaluate specific characteristics related to topography, landforms, weather conditions and environmental events
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve in the field activity modifications
- different types of weather maps
- weather forecasts for the region and locality
- forecasts for and information about environmental events
- specific to the particular type of outdoor recreation activity:
    - programs plans
    - activity plans for sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOPLN006 Plan for minimal environmental impact

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan outdoor activities to ensure that minimal environmental impact occurs. It requires the ability to determine the appropriateness of the activities for the setting and to develop plans and practices which reduce impact. Environmental impact includes that to the natural environment and to Indigenous and non-Indigenous heritage and cultural sites.

References to land managers and land management are used for simplicity and can equally apply to other environments such as marine locations.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to senior personnel who plan programs or activities including program and logistics managers and coordinators, and senior leaders (guides or instructors).

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Outdoor Recreation Planning

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify interrelationships between the environment and recreational activities.	1.1. Source information on ecological systems within the activity setting and their interrelationships. 1.2. Determine human impact of outdoor recreation activities on ecological systems and heritage and cultural sites. 1.3. Consult with appropriate regulatory authorities and custodians to identify sensitive areas within setting and aspects unique to it. 1.4. Liaise with stakeholders to identify parameters of use. 1.5. Identify implications of parameters of use to plan outdoor recreation activities.
2. Prepare a minimal impact plan for activities.	2.1. Analyse current environmental and cultural management strategies and codes implemented by land managers or custodians for the setting. 2.2. Identify and assess environmental, heritage and cultural characteristics of the setting and evaluate implications for proposed outdoor recreation activities. 2.3. Determine minimal impact practices to reduce impact on the environment, including heritage or cultural sites, according to regulations and codes. 2.4. Develop and document a minimal impact plan for activities to ensure sustainable outcomes for the setting.
3. Evaluate minimal impact practices.	3.1. Identify techniques to determine nature and degree of impact and evaluate effectiveness of minimal impact practices. 3.2. Modify and continuously improve current and future practices according to evaluation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• research, interpret and analyse complex and potentially unfamiliar information about environmental issues and land management requirements.

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Writing skills to:	• develop minimal impact plans and practices using language easily understood by a broad audience including staff and participants.
Self-management skills to:	• take responsibility for minimal impact planning from initial research through to evaluation • critically evaluate successes and failures of practices to initiate improvements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOPLN006 Plan for minimal environmental impact

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for a particular setting in which outdoor recreational activities are delivered:
  - research information on the following and provide a broad summary in a written report:
    - environmental, cultural and heritage characteristics of the setting and any unique aspects
    - environmental management strategies and minimal impact codes implemented by land managers, owners or custodians for the setting
    - any regulated parameters of land use
    - any requirements for permits or permissions and conditions that relate to the use of appropriate minimal environmental practices and cultural protocols
  - develop and document two minimal impact plans:
    - one for a whole program of activities for a particular type of outdoor recreation activity
    - one for an individual activity session for a different type of outdoor recreation activity
  - within the above plans, document minimal impact practices and codes of conduct to be used by delivery personnel and participants
  - utilise options provided in Assessment Conditions to:
    - evaluate feedback received from delivery personnel and stakeholders about minimal impact practices
    - determine how to modify aspects of future practices according to evaluation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- as relevant to the activity setting:
  - the applicable state, territory, local government, land management authority, owner or Indigenous custodians with oversight of the setting and:

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        - their roles and responsibilities and the key aspects of land management strategies they use to regulate environmental impact, including that to heritage or cultural sites
        - regulated parameters of location use for recreational activities: area restrictions, dispersal of use, allowable activity types, locations, times, participant numbers
        - minimal impact codes they have developed which can or must be adopted
        - cultural protocols that should or must be followed
        - requirements for permits or permissions and conditions that relate to the use of appropriate minimal environmental practices
    - key features of ecological systems and their interrelationships sufficient to understand the overall environmental characteristics of the setting
    - specific problems of fragile environments and threatened species
    - characteristics and sensitivities of unique aspects including those for cultural and heritage sites
- causes of environmental damage and consequences as they relate to specific outdoor recreation activities:
    - use of equipment
    - human impact
    - equine impact, as relevant
    - impact of transportation to and from activity sites
- minimal impact practices implemented by recreational organisations:
    - avoiding sensitive areas
    - dispersing activities across areas to decentralise use
    - choosing activities, routes and types of transportation appropriate for the setting
    - using low impact equipment
    - limiting group size
    - implementing basic biosecurity measures to limit the spread of pests and diseases
    - using appropriate general and human waste disposal practices
    - adopting or developing participant codes of conduct for minimal impact and cultural respect
- format and inclusions of:
    - minimal impact plans
    - codes of conduct
- techniques used to determine the nature and degree of impact:
    - identifying the extent or spatial scale of the impact
    - identifying intensity or severity of the impact
    - identifying duration of the impact
    - evaluating stakeholder feedback or concerns
- protocols for making contact and communicating with people, organisations and Indigenous communities to enable effective consultation.

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Assessment Conditions

Assessment must ensure use of:

- at least one site inspection of the setting where the proposed outdoor recreation activities will be delivered
- information about the setting to allow the individual to assess its characteristics and any regulatory or other requirements that apply:
  - environmental, cultural and heritage characteristics of the setting and any unique aspects
  - environmental management strategies and minimal impact codes implemented by land managers or custodians for the setting
  - any regulated parameters of land use
  - any requirements for permits or permissions and conditions that relate to the use of appropriate minimal environmental practices and cultural protocols
- template or sample:
  - minimal impact plans for recreational activities
  - codes of conduct
- stakeholders with whom the individual can interact; these can be:
  - stakeholders in an industry environment, or
  - people who participate in role plays or simulated activities during the assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - evaluating feedback from delivery personnel and stakeholders about minimal impact practices
  - modifying aspects of practices according to evaluation.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOPLN007 Manage risk for outdoor programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement and sustain effective risk management practices for outdoor recreation programs.

This unit applies to any type of organisation that delivers outdoor recreation programs including commercial, not-for-profit and government organisations.

It applies to senior personnel who work autonomously and who are responsible for making decisions at an organisational level. This includes program and logistics managers and senior leaders.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Outdoor Recreation Planning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish the context	1.1. Interpret organisation's strategic direction or policy on

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for risk management.	risk management, in accordance with general or industry standards. 1.2. Identify and analyse nature and extent of program objectives and activities offered by the organisation. 1.3. Determine risk management context with consideration of different programs, client group characteristics and requirements for competent leaders. 1.4. Determine overall sources of risk to guide risk management plans and practices for programs. 1.5. Identify insurance limitations and exclusions and determine effects on risk management processes. 1.6. Identify whether the proposed program aligns with the organisation's risk tolerance.
2. Plan for risk management.	2.1. Identify, interpret and select appropriate and contemporary risk management models to suit organisational requirements. 2.2. Investigate and identify all sources of foreseeable risks associated with design and delivery of the program in consultation with relevant stakeholders. 2.3. Ensure identification of human risk factors relevant to dependent participants in outdoor recreation activities. 2.4. Account for risks presented by third party provider and requirements asked by them. 2.5. Analyse risks, determine levels and acceptable and unacceptable risks and document in consultation with relevant stakeholders. 2.6. Identify risk treatment options, and select preferred risk management methods in consultation with relevant personnel. 2.7. Document and present risk management plan for approval by relevant personnel and other parties as required; modify and finalise as required.
3. Develop resources and communicate to personnel and clients.	3.1. Develop hazard identification and risk assessment templates for program activities. 3.2. Identify organisational requirements for pre-activity participant safety briefings. 3.3. Develop and provide program risk communication documents for client and participants. 3.4. Develop and provide participant waivers or informed consents in consultation with relevant personnel or with appropriate legal advice. 3.5. Incorporate requirements of third party provider into all resources for clients and personnel. 3.6. Establish and implement induction or training to inform

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	activity leaders about organisational risk management practices and documents.
4. Manage and evaluate risk management practices.	4.1. Determine staffing requirements for program activities and allocate suitable personnel for management of risk. 4.2. Monitor leader and participant compliance with program risk management practices. 4.3. Review incident reports and analyse causal factors. 4.4. Track incidents, collate and analyse incident trends and report findings. 4.5. Review risk management practices and initiate change in practices to achieve reduced incidents. 4.6. Communicate the outcomes of evaluation to relevant stakeholders.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex and potentially unfamiliar materials describing policies and standards for risk management.
Writing skills to:	• develop comprehensive risk management plans and operational documents using language easily understood by clients, participants and staff.
Oral communications skills to:	• explain legal and conceptual information to a full range of outdoor recreation personnel using language easily understood.
Numeracy skills to:	• score the level of risk and calculate overall risk level for hazards.
Self-management skills to:	• take responsibility for risk management planning from initiation through to evaluation • critically evaluate successes and failures of practices to initiate improvements.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOPLN007 Manage risk for outdoor programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document two different risk management plans for two different programs; these could involve different activities or different sites for the same type of activity
- for each of the above plans incorporate the following documents:
  - emergency management plan
  - critical incident plan
  - hazard identification, risk assessment and control templates
  - risk communication information for client and participants
  - guidelines for pre-activity participant safety briefings
- utilise options provided in Assessment Conditions to:
  - develop and deliver a presentation to communicate foreseeable program risk and benefits
  - provide a group briefing, for one of the above programs, to explain the risk management plan and all documents to a team of three leaders who will deliver the activities
  - collate, analyse and report on incident data, trends and causal factors for a program of activities
  - review and adapt risk management practices based on analysis.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- for outdoor recreation organisations, general and industry risk management standards relevant to program planning to include:
  - current Australian risk management standards
  - Australian Adventure Activity Standards and Good Practice Guides
- components, inclusions and format of risk management programs and plans for outdoor recreation organisations:
  - risk management plan
  - emergency management plan

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  - critical incident plan
  - field practices documentation
  - hazard identification, risk assessment and control templates
  - decision making models
  - risk communication information documents for client and participants
  - participant waivers and informed consents
- typical insurance policy limitations and exclusions provided to outdoor recreation operators
- risk factors relevant to outdoor recreation programs and activities and how these can impact on the risk management planning process:
  - specific participant characteristics
  - staffing
  - location specific
  - environment
  - activity specific including equipment
- considerations for staffing requirements in the risk management process to include
  - current competence, skills, knowledge experience relevant to program
  - level of support available for program
  - capacity to operate independently
- general risk management requirements of third party provider
- format and inclusions of a range of hazard identification and risk assessment templates
- contemporary risk management models used in outdoor recreation:
  - domino theory (chain of sequential events)
  - Swiss cheese
  - human factors (people, place, personal protective equipment)
  - systems analysis
  - incident, injury and fatality prevention
- importance of consultation and communication at every stage of the risk management cycle
  - involvement of stakeholders and clients in risk management plans
  - involvement of personnel in identifying hazards, assessing risk and determining control measures
  - communicating risk to staff and clients
- typical incident data captured by outdoor recreation operators:
  - date, time, weather, exact location
  - age and gender of participant
  - size of group
  - staff profiles
  - witness reports
  - nature of incident, near miss or injury
  - narrative description of what happened

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- first aid and or advanced medical care actions.

Assessment Conditions

Assessment must ensure use of:

- team members with whom the individual can interact for consultation; these can be:
  - team members in an industry workplace, or
  - people who participate in simulated activities during assessment
- comprehensive information about the operation of a real or simulated outdoor recreation organisation to determine its characteristics for the development of tailored risk management practices for outdoor programs
- actual workplace incident data, or data for a simulated organisation to allow for evaluation of an organisation's risk management performance and adaptation of practices
- computers and general software programs used to produce system documents
- template or sample:
  - risk management plans
  - emergency management plans
  - critical incident plans
  - hazard identification, risk assessment and control documents
  - risk information documents for client and participants
  - participant waivers and informed consent
- industry standards or codes of practice including Australia Adventure Activity Standards and Good Practice Guides.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing recreational programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOPWC001 Ride personal watercraft in smooth water conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ride personal water craft, usually as part of a group, in smooth water conditions and according to planned courses.

A personal watercraft (PWC) is a vessel with an engine used for propulsion, a fully enclosed hull and is designed not to retain water when capsized. The operator sits, stands or kneels on the vessel and uses handle bars to steer the craft. Craft are often referred to by their trademarked brand names which include Jet Ski®, WaveRunner® and Sea-Doo®.

This unit provides skills to ride craft in smooth water conditions within bodies of water which might include lakes, rivers, bays, harbours and sheltered coastline waters within breakwaters or headlands. Smooth water could feature small formed rippled wavelets which do not break but can include no more than small breaking white capping waves up to 0.5 metre. Riders at this level can operate craft in light winds up to 10 knots (Beaufort Scale).

It applies to leaders, guides or instructors, who use these skills when leading participants during riding activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of personal watercraft. All training and assessment activities must comply with the local state or territory requirements

Most states and territories require personal water craft riders to hold a licence but they are not required to be certified as competent in this unit.

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Pre-requisite Unit

Nil

Competency Field

Personal Water Craft

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ride.	1.1. Select lifejacket, exposure protection swim wear or exposure suit suitable for conditions, and check for safe working condition. 1.2. Complete PWC pre-start safety and serviceability checks according to manufacturers' recommendations and correct basic deficiencies. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during ride. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between riders. 1.7. Fit and adjust exposure protection wear and lifejacket to ensure comfort and safety.
2. Ride and manoeuvre personal water craft in smooth water conditions.	2.1. Confirm number of passengers does not exceed craft design limits. 2.2. Launch and board craft, attach kill switch lanyard to self and start craft while maintaining stability. 2.3. Control speed and direction of craft forward, in reverse and throughout turns using appropriate level of throttle. 2.4. Maintain appropriate posture, balance and weight shift to efficiently handle and control the craft. 2.5. Monitor waterway hazards and other users consistently, and execute powered turns and emergency stops to avoid

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	collisions. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Utilise bunch riding formation, monitor and make required adjustments to formation and speed. 2.8. Ensure compliance of self and party members with waterway rules for personal water craft.
3. Rescue self and others following ejection or capsize in deep water.	3.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 3.2. Ensure engine has shut down and craft is stationary. 3.3. Follow manufacturer's directions to avoid engine damage, and roll capsized craft to upright position. 3.4. Approach upright craft from stern, after ejection or capsize, and reboard while maintaining craft stability. 3.5. Manoeuvre rescue craft to ejected or capsized party member, provide clear and concise instructions. 3.6. Assist rescuee to return to their craft using rescue technique appropriate to situation. 3.7. Conduct a craft to craft tow to return disabled personal water craft to shore.
4. Land and secure personal water craft.	4.1. Land, alight and retrieve craft at shore while maintaining stability. 4.2. Secure craft for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret factual activity plan information in familiar formats • interpret potentially unfamiliar and complex information about waterway rules.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speeds.
Planning and organising	• manage own timing to complete activities within planned

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skills to:	timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOPWC001 Ride personal watercraft in smooth water conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group personal water craft (PWC) sessions
- during each session, consistently:
  - follow safety procedures and safely negotiate hazards
  - follow waterway rules for PWC
  - control speed and direction of craft forward, in reverse and throughout turns using appropriate level of throttle
- participate in simulations to:
  - complete three self-rescues following a capsize
  - complete four deep water rescues to assist a single rider:
    - two ejections, craft upright
    - two capsizes, craft upturned
  - conduct two craft to craft tows to return PWC to shore.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for personal water craft activities
- exposure protection swim wear suitable for PWC activities:
  - types of swim wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - features and uses of exposure suits, booties, water shoes, gloves and mittens of different styles and grades suited to different conditions
- features and functions of lifejackets suitable for PWC activities in different types of waters and how to fit and adjust these for comfort and safety
- location and function of these PWC parts:
  - deck and hull
  - handle bars, throttle and reverse levers

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  - steering cable
  - ignition and kill switch
  - battery
  - engine and drive shaft
  - water pump, impellor and steering nozzle
  - intake grate
  - fuel tank
- how personal water craft work, at a basic level of understanding
- manufacturers' recommendations for use
- types of personal water craft suitable for use in smooth water conditions and:
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of pre-start safety and serviceability checks completed prior to riding, how to complete these and what tools would be used:
  - checking fuel, oil and battery fluid supplies
  - ensuring engine compartment is adequately ventilated with no excess fumes
  - looking for leaks in fuels lines, oil tanks, exhaust system
  - ensuring battery terminals are secure
  - checking that the pump/intake area is free of debris
  - checking for cracks and other damage to the hull
  - ensuring engine hood cover is securely latched
  - testing throttle is working
  - ensuring kill switch is working and lanyard is attached to self
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- equipment features and techniques used to secure PWCs for transportation
- communication protocols for group riding activities to include:
  - calls
  - hand signals
  - whistles
- typical hydrology features and hazards for smooth waters, and techniques used to safely negotiate hazards:
  - currents
  - tides
  - built objects – piers, navigation markers
  - steep, slippery or rocky shores
  - sections of dark, deep or cold water

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  - marine animals
  - other boating traffic
- features of different locations that can be used to launch, board, land, alight and retrieve PWC including:
  - boat ramps
  - jetties
  - the shore
- for each of the above locations:
  - factors that affect selection
  - advantages and disadvantages of use
  - techniques used
- techniques used for riding and manoeuvring PWC in smooth water conditions:
  - sitting and standing
  - weight shifting
  - throttle control for speed and direction
  - controlling direction – forward, reverse, turns
- for ejections, capsizes and rescues:
  - appropriate swimming strokes and techniques to use while wearing lifejackets in smooth water conditions
  - where to locate manufacturer’s directions for rolling PWC in water and importance of following
  - methods used to right upturned PWC
  - importance of avoiding craft with engine running and for reboarding from stern
  - equipment and towing techniques used for PWC to PWC tows
- rules specific to the operation of personal water craft and specific to the local state or territory:
  - requirements for PWC registration and display of registration numbers and labels
  - requirement for safe operation sticker, where this is affixed and information inclusions
  - requirements to hold a carry a PWC licence
  - restrictions that apply to licence holders under 16 years old
  - alcohol and drug restrictions for riders and others
  - restrictions on hours of operation
  - restrictions for number of passengers
  - give way rules – passing, crossing and overtaking powered and non-powered vessels
  - distance limitations ("distance off") – rules for swimmers, designated swimming zones, dive flags, unpowered and powered vessels stationary or underway, moored or anchored vessels, built structures (bridges, jetties, navigation markers, residential properties)
  - prohibited local areas – also called "exclusion" and "no go zones"
  - speed limits and any associated distance limitations, e.g. 4 knots when within 50metres of…

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- freestyling distance limitations; including what constitutes freestyling and how this is described in local rules, e.g. surfing, crossing or jumping waves, driving in irregular manner, erratic and non-directional operation
- towing requirements – limitations, observer requirements, distance and speed limitations
- incident reporting requirements including those for verbal and written reports
- life jacket requirements
- safety equipment requirements including those for kill switch safety lanyards and fire extinguishers.

Assessment Conditions

Skills can be demonstrated in bodies of water which can include lakes, rivers, bays, harbours and sheltered coastline waters within breakwaters or headlands.

The environment must feature the following:

- smooth water defined as water which features small formed rippled wavelets which do not break, or no more than small breaking white capping waves up to 0.5 metre
- ideally light winds up to 10 knots (Beaufort Scale); winds could vary but warnings should not exceed light wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during PWC activities
- exposure protection swim wear suitable for conditions, and exposure suits as required
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements
- personal water craft
- basic tool and repair kit
- ropes and tie down straps
- towlines
- activity plans to include details of planned route
- marine charts and guides
- template safety and serviceability checklists
- boating guide issued by the local state or territory maritime authority
- organisational safety and emergency response procedures for personal water craft activities.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a personal water craft leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience
- where required by local state or territory law, hold a compliant personal water craft driving licence.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOPWC002 Ride personal watercraft in slight water conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ride personal water craft, usually as part of a group, in slight water conditions and according to planned courses.

A personal watercraft (PWC) is a vessel with an engine used for propulsion, a fully enclosed hull and is designed not to retain water when capsized. The operator sits, stands or kneels on the vessel and uses handle bars to steer the craft. Craft are often referred to by their trademarked brand names which include Jet Ski®, WaveRunner® and Sea-Doo®.

This unit provides skills to ride craft in slight water conditions in areas of exposed coastline with surf but without overfalls and tidal races present. Water would feature breaking white capping waves up to 1.25 metres. Riders at this level can operate craft in in moderate winds of 11 - 16 knots (Beaufort Scale).

It applies to leaders, guides or instructors, who use these skills when leading participants during riding activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of personal watercraft. All training and assessment activities must comply with the local state or territory requirements.

Most states and territories require personal water craft riders to hold a licence but they are not required to be certified as competent in this unit.

Pre-requisite Unit

Nil

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Competency Field

Personal Water Craft

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ride.	1.1. Select lifejacket, exposure protection swim wear or exposure suit suitable for conditions, and check for safe working condition. 1.2. Complete PWC pre-start safety and serviceability checks according to manufacturer's recommendations and correct basic deficiencies. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during ride. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between riders. 1.7. Fit and adjust exposure protection wear and lifejacket to ensure comfort and safety.
2. Ride and manoeuvre personal water craft in slight water conditions.	2.1. Confirm number of passengers does not exceed craft design limits. 2.2. Launch and board craft, attach kill switch lanyard to self and start craft while maintaining stability. 2.3. Control speed and direction of craft forward, in reverse and throughout turns using appropriate level of throttle. 2.4. Maintain appropriate posture, balance and weight shift to efficiently handle and control the craft. 2.5. Monitor waterway hazards and other users consistently, and execute powered turns and emergency stops to avoid collisions. 2.6. Utilise appropriate techniques to cross waves. 2.7. Maintain visual contact and effective communication with party members throughout all activities.

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	2.8. Utilise bunch riding formation, monitor and make required adjustments to formation and speed. 2.9. Ensure compliance of self and party members with waterway rules for personal water craft.
3. Rescue self and others following ejection or capsize in deep water.	3.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 3.2. Ensure engine has shut down and craft is stationary. 3.3. Follow manufacturer's directions to avoid engine damage, and roll capsized craft to upright position. 3.4. Approach upright craft from stern, after ejection or capsize, and reboard while maintaining craft stability. 3.5. Manoeuvre rescue craft to ejected or capsized party member, provide clear and concise instructions. 3.6. Assist rescuee to return to their craft using rescue technique appropriate to situation. 3.7. Conduct a craft to craft tow to return disabled personal water craft to shore.
4. Land and secure personal water craft.	4.1. Land, alight and retrieve craft at shore while maintaining stability. 4.2. Secure craft for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret factual activity plan information in familiar formats • interpret potentially unfamiliar and complex information about waterway rules.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speeds.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue

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to: requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOPWC002 Ride personal watercraft in slight water conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group personal water craft (PWC) sessions
- during each session, consistently:
  - follow safety procedures and safely negotiate hazards
  - follow waterway rules for PWC
  - control speed and direction of craft forward, in reverse and throughout turns using appropriate level of throttle
  - safely negotiate crossing waves
- participate in simulations to:
  - complete three self-rescues following a capsize
  - complete four deep water rescues to assist a single rider:
    - two ejections, craft upright
    - two capsizes, craft upturned
  - conduct two craft to craft tows to return PWC to shore.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for personal water craft activities
- exposure protection swim wear suitable for PWC activities:
  - types of swim wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - features and uses of exposure suits, booties, water shoes, gloves and mittens of different styles and grades suited to different conditions
- features and functions of lifejackets suitable for PWC activities in exposed coastal areas and how to fit and adjust these for comfort and safety
- location and function of these PWC parts:
  - deck and hull

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  - handle bars, throttle and reverse levers
  - steering cable
  - ignition and kill switch
  - battery
  - engine and drive shaft
  - water pump, impellor and steering nozzle
  - intake grate
  - fuel tank
- how personal water craft work, at a basic level of understanding
- manufacturer's recommendations for use
- types of personal water craft suitable for use in slight water conditions and:
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- types of pre-start safety and serviceability checks completed prior to riding, how to complete these and what tools would be used:
  - checking fuel, oil and battery fluid supplies
  - ensuring engine compartment is adequately ventilated with no excess fumes
  - looking for leaks in fuels lines, oil tanks, exhaust system
  - ensuring battery terminals are secure
  - checking that the pump/intake area is free of debris
  - checking for cracks and other damage to the hull
  - ensuring engine hood cover is securely latched
  - testing throttle is working
  - ensuring kill switch is working and lanyard is attached to self
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- equipment features and techniques used to secure PWCs for transportation
- communication protocols for group riding activities to include:
  - calls
  - hand signals
  - whistles
- typical hydrology features and hazards for coastal waters, and techniques used to safely negotiate hazards:
  - currents
  - waves
  - tides
  - swell

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  - rips
  - built objects – piers, navigation markers
  - steep, slippery or rocky shores
  - sections of dark, deep or cold water
  - marine animals
  - other boating traffic
- features of different locations that can be used to launch, board, land, alight and retrieve PWC in coastal waters including:
  - boat ramps
  - jetties
  - the shore
- for each of the above locations:
  - factors that affect selection
  - advantages and disadvantages of use
  - techniques used
- techniques used for riding and manoeuvring PWC in slight water conditions:
  - sitting and standing
  - weight shifting
  - throttle control for speed and direction
  - controlling direction – forward, reverse, turns
  - negotiating waves
- for ejections, capsizes and rescues:
  - appropriate swimming strokes and techniques to use while wearing lifejackets in slight water conditions
  - where to locate manufacturer’s directions for rolling PWC in water and importance of following
  - methods used to right upturned PWC
  - importance of avoiding craft with engine running and for reboarding from stern
  - equipment and towing techniques used for PWC to PWC tows
- rules specific to the operation of personal water craft and specific to the local state or territory:
  - requirements for PWC registration and display of registration numbers and labels
  - requirement for safe operation sticker, where this is affixed and information inclusions
  - requirements to hold a carry a PWC licence
  - restrictions that apply to licence holders under 16 years old
  - alcohol and drug restrictions for riders and others
  - restrictions on hours of operation
  - restrictions for number of passengers
  - give way rules – passing, crossing and overtaking powered and non-powered vessels

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- distance limitations ("distance off") – rules for swimmers, designated swimming zones, dive flags, unpowered and powered vessels stationary or underway, moored or anchored vessels, built structures (bridges, jetties, navigation markers, residential properties)
- prohibited local areas – also called "exclusion" and "no go zones"
- speed limits and any associated distance limitations, e.g. 4 knots when within 50metres of…
- freestyling distance limitations; including what constitutes freestyling and how this is described in local rules, e.g. surfing, crossing or jumping waves, driving in irregular manner, erratic and non-directional operation
- towing requirements – limitations, observer requirements, distance and speed limitations
- incident reporting requirements including those for verbal and written reports
- life jacket requirements
- safety equipment requirements including those for kill switch safety lanyards and fire extinguishers.

Assessment Conditions

Skills must be demonstrated in in areas of exposed coastline with surf but without overfalls and tidal races present. The environment must feature the following:

- slight water defined as water which features breaking white capping waves up to 1.25 metres
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during PWC activities
- exposure protection swim wear suitable for conditions, and exposure suits as required
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements
- personal water craft
- basic tool and repair kit
- ropes and tie down straps
- towlines
- activity plans to include details of planned route
- marine charts and guides
- template safety and serviceability checklists

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- boating guide issued by the local state or territory maritime authority
- organisational safety and emergency response procedures for personal water craft activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a personal water craft leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience
- where required by local state or territory law, hold a compliant personal water craft driving licence.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOPWC003 Lead personal water craft activities in smooth water conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during personal water craft riding activities in smooth water conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct personal water craft riding techniques applicable to smooth water conditions. To do this, leaders must be proficient in personal water craft riding skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of personal watercraft. All training and assessment activities must comply with the local state or territory requirements.

Most states and territories require personal water craft riders to hold a licence but they are not required to be certified as competent in this unit.

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Pre-requisite Unit

Nil

Competency Field

Personal Water Craft

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have exposure protection swim wear appropriate for anticipated conditions. 1.3. Select and set up equipment and lifejackets, and exposure suits, as required to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 1.5. Direct and assist participants to fit and adjust exposure protection wear and lifejackets; check comfort and safety of fit.
2. Brief participants and demonstrate personal water craft riding techniques applicable to smooth water conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate

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	for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise personal water craft riding activities in smooth water conditions.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during personal water craft riding activities in smooth water conditions.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOPWC003 Lead personal water craft activities in smooth water conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three personal water craft riding sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for personal water craft activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to personal water craft riding activities in smooth water conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, exposure suits and lifejackets:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills can be demonstrated in bodies of water which can include lakes, rivers, bays, harbours and sheltered coastline waters within breakwaters or headlands.

The environment must feature the following:

- smooth water defined as water which features small formed rippled wavelets which do not break, or no more than small breaking white capping waves up to 0.5 metre
- ideally light winds up to 10 knots (Beaufort Scale); winds could vary but warnings should not exceed light wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- exposure protection swim wear suitable for conditions, and exposure suits as required

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- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements
- personal water craft
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for personal water craft activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a personal water craft leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience
- where required by local state or territory law, hold a compliant personal water craft driving licence.

Links

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SISOPWC004 Lead personal water craft activities in slight water conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during personal water craft riding activities in slight water conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct personal water craft riding techniques applicable to slight water conditions. To do this, leaders must be proficient in personal water craft riding skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of personal watercraft. All training and assessment activities must comply with the local state or territory requirements.

Most states and territories require personal water craft riders to hold a licence but they are not required to be certified as competent in this unit.

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Pre-requisite Unit

Nil

Competency Field

Personal Water Craft

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have exposure protection swim wear appropriate for anticipated conditions. 1.3. Select and set up equipment and lifejackets, and exposure suits, as required to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 1.5. Direct and assist participants to fit and adjust exposure protection wear and lifejackets; check comfort and safety of fit.
2. Brief participants and demonstrate personal water craft riding techniques applicable to slight water conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate

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	for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise personal water craft riding activities in slight water conditions.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during personal water craft riding activities in slight water conditions.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOPWC004 Lead personal water craft activities in slight water conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three personal water craft riding sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for personal water craft activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to personal water craft riding activities in slight water conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, exposure suits and lifejackets:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in in areas of exposed coastline with surf but without overfalls and tidal races present. The environment must feature the following:

- slight water defined as water which features breaking white capping waves up to 1.25 metres
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- exposure protection swim wear suitable for conditions, and exposure suits as required
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements
- personal water craft
- activity plans

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- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for personal water craft activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a personal water craft leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience
- where required by local state or territory law, hold a compliant personal water craft driving licence.

Links

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SISORAF001 Guide a raft on grade 2 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to control a raft as a leader, with participants on board, on rivers with grade 2 rapids, and according to planned and scouted courses. It requires the ability to implement rescue processes for ejected swimmers and self, and to manage capsize responses. Other rescue skills are covered in complementary units.

Grade 2 refers to the International River Grading System which provides a broad indication of a river's rapid features, and the degree of difficulty in negotiating these. This unit provides skills to raft on rivers with fairly frequent but straightforward rapids with regular medium sized waves, less than one metre, low ledges or drops, easy eddies and gradual bends. These rivers have small obstacles that require manoeuvring around with a good command of paddling strokes. Passages through rapids are generally straightforward and can be seen from the water, although some scouting may be required.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently in the field using discretion and judgement to manage operational logistics, risk, problems and emergencies when they arise. Other leadership skills are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rafting

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the rafting activity.	1.1. Select clothing, footwear, personal protective, rescue and other equipment suitable for the trip conditions, and check for safe working condition. 1.2. Prepare craft and complete safety and serviceability checks, including pressure checks on inflation. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during trip. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between team members. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Launch raft and complete participant drill.	2.1. Select launch site according to river conditions and participant abilities. 2.2. Board participants in seating positions appropriate to their paddling, swimming and physical abilities. 2.3. Launch raft using technique suitable for river conditions and participant abilities. 2.4. Inform participants of guide commands and strokes to be used. 2.5. Demonstrate and explain correct stroke technique, and engage participants in practice. 2.6. Check and confirm participant stroke abilities and understanding of communication protocols.
3. Manoeuvre rafts on grade 2 rivers.	3.1. Identify hydrological features from the water and utilise favourably to control and manoeuvre raft. 3.2. Control direction of raft forward, in reverse and sideways using a range of appropriate strokes and combinations. 3.3. Maintain appropriate posture, use of trunk rotation,

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	paddle and blade to efficiently paddle the raft. 3.4. Utilise appropriate padding strokes and techniques to cross currents and break into and out of eddies. 3.5. Avoid or negotiate obstacles and hazards using a combination of strokes, paddling techniques and weight shifts. 3.6. Maintain control over participant paddling, providing prompt and clear commands. 3.7. Maintain visual contact and effective communication with participants, other rafts and guides in party throughout all activities. 3.8. Monitor party formation, paddling pace and space between rafts and make required adjustments.
4. Plan and run routes through grade 2 rapids.	4.1. Scout rapids from the water and shore to identify hydrological features, hazards and impediments. 4.2. Assess features and hazards to determine a safe route through rapids. 4.3. Plan route through rapids accounting for participant abilities; communicate route, strokes and manoeuvres. 4.4. Identify reference points to guide chosen passage through rapids. 4.5. Run predetermined route using avoidance techniques and commands to safely negotiate river hazards. 4.6. Use efficient paddling techniques and strokes and utilise hydrological features to assist in turning and crossing currents.
5. Perform swimmer and capsize rescues.	5.1. Assist ejected participants in moving water using reach techniques and assist to re-enter raft. 5.2. Rescue self in water, maintaining position upstream of raft, retrieve paddle and re-enter craft. 5.3. Promptly reach and recover capsized raft using techniques to re-establish upright raft. 5.4. Manage capsize response of participants and take actions appropriate to situation.
6. Land and secure rafts.	6.1. Select a suitable location to exit the river, and to allow for any subsequent re-entries. 6.2. Land and disembark raft using techniques suitable for river conditions and participant abilities. 6.3. Select a secure bank feature and secure raft using appropriate knots. 6.4. Secure raft for road transport, on activity conclusion, using suitable methods.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving river gradients, distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of guides and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISORAF001 Guide a raft on grade 2 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three rafting trips on different rivers or different section of the same river
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - use different locations to launch and land rafts to include:
    - the bank in moving water
    - ledges
    - eddies
  - run routes through at least four rapids
  - consistently control direction of rafts forward, in reverse and sideways using this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - draw stroke
    - Pry
    - emergency stop
  - utilise the following techniques while consistently controlling the raft:
    - combining strokes to effectively manoeuvre the raft
    - breaking in and out of eddies and currents
    - forward and reverse ferry gliding
    - eddy hopping
    - weight shifting
    - using hydrological features to assist with paddling, controlling the raft and negotiating rapids
- participate in simulations to:
  - complete two self-rescues in moving water and re-enter the raft
  - complete two rescues of an ejected person, one at any given time, and assist re-entry to raft

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- compete two capsize rescues, re-establish the upright raft, assist a minimum of three swimmers simultaneously in the water to re-enter or reach the shore, and take the raft to the shore on at least one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for rafting activities
- suitable clothing and footwear for rafting activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for rafting including specialist sandals, river or paddling shoes and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for grade 2 river conditions and how to fit and adjust these for comfort and safety
- types of white water rafts suitable for use in grade 2 river conditions and:
  - location and function of different parts of the raft
  - different construction materials, effects on performance, advantages and disadvantages
  - design features including size, handling characteristics and limitations: manoeuvrability, stability and speed
  - pressure requirements and factors which affect different levels of inflation
- types of paddles suitable for use with rafts used in grade 2 river conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry rafts
- equipment features and techniques used to secure rafts to the bank and for transportation
- communication protocols for group rafting activities to include:
  - guide commands:
    - forward paddle
    - back paddle
    - left and right turn
    - over left and right
    - hold on
    - lean in

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    - high side
    - on the job
    - stop
  - calls
  - hand and paddle signals
  - whistles
- the International River Grading system:
  - strengths and limitations of the grading system; what is covered and not covered in classifications
  - specifications for grade 2 rivers
  - examples of local rivers attributed as grade 2
- typical hydrology features and hazards for grade 2 rivers, how to recognise features from the shore and water, and techniques used to safely negotiate hazards:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- different locations that can be used to embark, launch, land and disembark rafts in grade 2 waters including:
  - the bank in moving water
  - ledges
  - eddies
- for each of the above locations:

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  - factors that affect selection
  - advantages and disadvantages of use
  - techniques used to embark groups of participants, launch and land
- a range of strokes used in grade 2 river conditions to direct rafts forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps
  - draw stroke
  - Pry
  - emergency stop
- for each of the above strokes:
  - how to use them when paddling as the raft guide
  - correct posture and trunk rotation
  - correct hand placement on paddle and movement of top hand through the stroke
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- a range of techniques used to manoeuvre rafts in grade 2 water:
  - combining strokes and which combinations are effective
  - breaking in and out of eddies and currents
  - forward and reverse ferry gliding
  - eddy hopping
  - weight shifting
- how certain types of hydrological features can be used to assist with paddling, controlling the raft and negotiating rapids
- for rescues of ejected persons:
  - appropriate swimming strokes and techniques to use while in paddling gear in grade 2 river conditions
  - techniques used to re-enter raft from water and to assist swimmers to re-enter raft
  - aids used in rescues and how to use these effectively as rescuer and rescuee:
    - reach equipment, including improvised use of equipment on hand
    - craft and paddle as a flotation device
- for capsize rescues:
  - methods used to re-establish an upright raft, guide multiple swimmers and their re-entry to raft and importance of head count
  - methods for taking a raft to shore
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots

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- quick release knots.

Assessment Conditions

Skills must be demonstrated on different rivers or different sections of the same grade 2 rivers which must feature the following:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water, although some may require scouting.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants whom the individual guides during rafting activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for grade 2 river conditions
- helmets
- pea-less whistles not affected by water
- white water rafts suitable for grade 2 river conditions
- raft paddles
- ropes and tie down straps
- rescue equipment:
  - reach equipment
  - fliplines
  - towlines
  - carabiners, Prusik cords and tape sling
  - knives
- activity plans to include details of planned route
- template safety checklists
- information about the International River Grading System
- organisational safety and emergency response procedures for rafting activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a white water rafting leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISORAF002 Guide a raft on grade 3 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to control a raft as a leader, with participants on board, on rivers with grade 3 rapids, and according to planned and scouted courses. It requires the ability to implement rescue processes for ejected swimmers and self, and to manage capsize responses. Other rescue skills are covered in complementary units.

Grade 3 refers to the International River Grading System which provides a broad indication of a river's rapid features, and the degree of difficulty in negotiating these. This unit provides skills to raft on rivers with rapids which have fairly high waves, one to two metres tall, broken water, and strong currents and eddies. These rivers have significant obstacles including large holes, exposed rocks and small falls that require manoeuvring around using proficient paddling. Passages through rapids may be difficult to recognise from the river and inspection from the bank is usually required.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently in the field using discretion and judgement to manage operational logistics, risk, problems and emergencies when they arise. Other leadership skills are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rafting

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the rafting activity.	1.1. Select clothing, footwear, personal protective, rescue, and other equipment suitable for the trip conditions, and check for safe working condition. 1.2. Prepare craft and complete safety and serviceability checks, including pressure checks on inflation. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during trip. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between team members. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Launch raft and complete participant drill.	2.1. Select launch site according to river conditions and participant abilities. 2.2. Board participants in seating positions appropriate to their paddling, swimming and physical abilities. 2.3. Launch raft using technique suitable for river conditions and participant abilities. 2.4. Inform participants of guide commands and strokes to be used. 2.5. Demonstrate and explain correct stroke technique, and engage participants in practice. 2.6. Check and confirm participant stroke abilities and understanding of communication protocols.
3. Manoeuvre rafts on grade 3 rivers.	3.1. Identify hydrological features from the water and utilise favourably to control and manoeuvre raft. 3.2. Control direction of raft forward, in reverse and sideways using a range of appropriate strokes and combinations. 3.3. Maintain appropriate posture, use of trunk rotation,

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	paddle and blade to efficiently paddle the raft. 3.4. Utilise appropriate padding strokes and techniques to cross currents and break into and out of eddies. 3.5. Avoid or negotiate obstacles and hazards using a combination of strokes, paddling techniques and weight shifts. 3.6. Maintain control over participant paddling, providing prompt and clear commands. 3.7. Maintain visual contact and effective communication with participants, other rafts and guides in party throughout all activities. 3.8. Monitor party formation, paddling pace and space between rafts and make required adjustments.
4. Plan and run routes through grade 3 rapids.	4.1. Scout rapids from the water and shore to identify hydrological features, hazards and impediments. 4.2. Assess features and hazards to determine a safe route through rapids. 4.3. Plan route through rapids accounting for participant abilities; communicate route, strokes and manoeuvres. 4.4. Identify reference points to guide chosen passage through rapids. 4.5. Run predetermined route using avoidance techniques and commands to safely negotiate river hazards. 4.6. Use efficient paddling techniques and strokes and utilise hydrological features to assist in turning and crossing currents.
5. Perform swimmer and capsize rescues.	5.1. Assist ejected participants in moving water using reach techniques and assist to re-enter raft. 5.2. Rescue self in water, maintaining position upstream of raft, retrieve paddle and re-enter craft. 5.3. Promptly reach and recover capsized raft using techniques to re-establish upright raft. 5.4. Manage capsize response of participants and take actions appropriate to situation.
6. Land and secure rafts.	6.1. Select a suitable location to exit the river, and to allow for any subsequent re-entries. 6.2. Land and disembark raft using techniques suitable for river conditions and participant abilities. 6.3. Select a secure bank feature and secure raft using appropriate knots. 6.4. Secure raft for road transport, on activity conclusion, using suitable methods.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving river gradients, distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of guides and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISORAF002 Guide a raft on grade 3 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three rafting trips on different rivers or different sections of the same river
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - use different locations to launch and land rafts to include:
    - the bank in moving water
    - ledges
    - eddies
  - run routes through at least four rapids
  - consistently control direction of rafts forward, in reverse and sideways using this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - draw stroke
    - Pry
    - emergency stop
  - utilise the following techniques while consistently controlling the raft:
    - combining strokes to effectively manoeuvre the raft
    - breaking in and out of eddies and currents
    - forward and reverse ferry gliding
    - eddy hopping
    - weight shifting
    - using hydrological features to assist with paddling, controlling the raft and negotiating rapids
- participate in simulations to:
  - complete two self-rescues in moving water and re-enter the raft
  - complete two rescues of an ejected person, one at any given time, and assist re-entry to raft

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- compete two capsize rescues, re-establish the upright raft, assist a minimum of three swimmers simultaneously in the water to re-enter or reach the shore, and take the raft to the shore on at least one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for rafting activities
- suitable clothing and footwear for rafting activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for rafting including specialist sandals, river or paddling shoes and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of personal lifejackets and helmets suitable for grade 3 river conditions and how to fit and adjust these for comfort and safety
- types of white water rafts suitable for use in grade 3 river conditions and:
  - location and function of different parts of the raft
  - different construction materials, effects on performance, advantages and disadvantages
  - design features including size, handling characteristics and limitations: manoeuvrability, stability and speed
  - pressure requirements and factors which affect different levels of inflation
- types of paddles suitable for use with rafts used in grade 3 river conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry rafts
- equipment features and techniques used to secure rafts to the bank and for transportation
- communication protocols for group rafting activities to include:
  - guide commands:
    - forward paddle
    - back paddle
    - left and right turn
    - over left and right
    - hold on
    - lean in

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    - high side
    - on the job
    - stop
  - calls
  - hand and paddle signals
  - whistles
- the International River Grading system:
  - strengths and limitations of the grading system; what is covered and not covered in classifications
  - specifications for grade 3 rivers
  - examples of local rivers attributed as grade 3
- typical hydrology features and hazards for grade 3 rivers, how to recognise features from the shore and water, and techniques used to safely negotiate hazards:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- different locations that can be used to embark, launch, land and disembark rafts in grade 3 waters including:
  - the bank in moving water
  - ledges
  - eddies
- for each of the above locations:

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  - factors that affect selection
  - advantages and disadvantages of use
  - techniques used to embark groups of participants, launch and land
- a range of strokes used in grade 3 river conditions to direct rafts forward, in reverse and sideways:
  - forward and reverse paddle
  - forward and reverse sweeps
  - draw stroke
  - Pry
  - emergency stop
- for each of the above strokes:
  - how to use them when paddling as the raft guide
  - correct posture and trunk rotation
  - correct hand placement on paddle and movement of top hand through the stroke
  - wrist movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to craft and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- a range of techniques used to manoeuvre rafts in grade 3 water:
  - combining strokes and which combinations are effective
  - breaking in and out of eddies and currents
  - forward and reverse ferry gliding
  - eddy hopping
  - weight shifting
- how certain types of hydrological features can be used to assist with paddling, controlling the raft and negotiating rapids
- for rescues of ejected persons:
  - appropriate swimming strokes and techniques to use while in paddling gear in grade 3 river conditions
  - techniques used to re-enter raft from water and to assist swimmers to re-enter raft
  - aids used in rescues and how to use these effectively as rescuer and rescuee:
    - reach equipment, including improvised use of equipment on hand
    - craft and paddle as a flotation device
- for capsize rescues:
  - methods used to re-establish an upright raft, guide multiple swimmers and their re-entry to raft and importance of head count
  - methods for taking a raft to shore
- when different knots are used, advantages and disadvantages, and how to tie them:
  - knots for tying on
  - rope joining knots

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- quick release knots.

Assessment Conditions

Skills must be demonstrated on different rivers or different section of the same grade 3 rivers which must feature the following:

- rapids which have fairly high waves, one to two metres tall
- broken water, strong currents and eddies
- significant obstacles including large holes, exposed rocks and small falls that require manoeuvring around
- passages through rapids are difficult to recognise from the river and inspection from the bank is usually required

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants whom the individual guides during rafting activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for grade 3 river conditions
- helmets
- pea-less whistles not affected by water
- white water rafts suitable for grade 3 river conditions
- raft paddles
- ropes and tie down straps
- rescue equipment:
  - reach equipment
  - fliplines
  - towlines
  - carabiners, Prusik cords and tape sling
  - knives
- activity plans to include details of planned route
- template safety checklists
- information about the International River Grading System
- organisational safety and emergency response procedures for rafting activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a white water rafting leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISORAF003 Guide a raft on grade 4 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to control a raft as a leader, with participants on board, on rivers with grade 4 rapids, and according to planned and scouted courses. It requires the ability to implement rescue processes for ejected swimmers and self, and to manage capsize responses. Other rescue skills are covered in complementary units.

Grade 4 refers to the International River Grading System which provides a broad indication of a river's rapid features, and the degree of difficulty in negotiating these. This unit provides skills to raft on rivers with difficult rapids which have high irregular waves, difficult broken water, strong powerful and confused currents, and often boiling or strongly recirculating eddies. These rivers have significant and often constant obstacles, including exposed rocks, ledges, large drops and stoppers that require precise and sequential manoeuvring. Passages through rapids are difficult to recognise from the river, and scouting would be required.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently in the field using discretion and judgement to manage operational logistics, risk, problems and emergencies when they arise. Other leadership skills are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rafting

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the rafting activity.	1.1. Select clothing, footwear, personal protective, rescue and other equipment suitable for the trip conditions, and check for safe working condition. 1.2. Prepare craft and complete safety and serviceability checks, including pressure checks on inflation. 1.3. Waterproof, pack and stow clothing, personal resources, and food according to access requirements during trip. 1.4. Interpret planned course from activity plans and maps to assist in following the course. 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between team members. 1.7. Fit and adjust personal protective equipment to ensure comfort and safety.
2. Launch raft and complete participant drill.	2.1. Select launch site according to river conditions and participant abilities. 2.2. Board participants in seating positions appropriate to their paddling, swimming and physical abilities. 2.3. Launch raft using technique suitable for river conditions and participant abilities. 2.4. Inform participants of guide commands and strokes to be used. 2.5. Demonstrate and explain correct stroke technique, and engage participants in practice. 2.6. Check and confirm participant stroke abilities and understanding of communication protocols.
3. Manoeuvre rafts on grade 4 rivers.	3.1. Identify hydrological features from the water and utilise favourably to control and manoeuvre raft. 3.2. Control direction of raft forward, in reverse and sideways using a range of appropriate strokes and combinations. 3.3. Maintain appropriate posture, use of trunk rotation,

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	paddle and blade to efficiently paddle the raft. 3.4. Utilise appropriate padding strokes and techniques to cross currents and break into and out of eddies. 3.5. Avoid or negotiate obstacles and hazards using a combination of strokes, paddling techniques and weight shifts. 3.6. Maintain control over participant paddling, providing prompt and clear commands. 3.7. Maintain visual contact and effective communication with participants, other rafts and guides in party throughout all activities. 3.8. Monitor party formation paddling pace and space between rafts and make required adjustments.
4. Plan and run routes through grade 4 rapids.	4.1. Scout rapids from the water and shore to identify hydrological features, hazards and impediments. 4.2. Assess features and hazards to determine a safe route through rapids. 4.3. Plan route through rapids accounting for participant abilities; communicate route, strokes and manoeuvres. 4.4. Identify reference points to guide chosen passage through rapids. 4.5. Run predetermined route using avoidance techniques and commands to safely negotiate river hazards. 4.6. Use efficient paddling techniques and strokes and utilise hydrological features to assist in turning and crossing currents.
5. Perform swimmer and capsize rescues.	5.1. Assist ejected participants in moving water using reach techniques and assist to re-enter raft. 5.2. Rescue self in water, maintaining position upstream of raft, retrieve paddle and re-enter craft. 5.3. Promptly reach and recover capsized raft using techniques to re-establish upright raft. 5.4. Manage capsize response of participants and take actions appropriate to situation.
6. Land and secure rafts.	6.1. Select a suitable location to exit the river, and to allow for any subsequent re-entries. 6.2. Land and disembark raft using techniques suitable for river conditions and participant abilities. 6.3. Select a secure bank feature and secure raft using appropriate knots. 6.4. Secure raft for road transport, on activity conclusion, using suitable methods.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving river gradients, distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of guides and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISORAF003 Guide a raft on grade 4 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three rafting trips on different rivers or different sections of eth same river
- during each trip:
  - consistently follow safety procedures and safely negotiate hazards
  - use different locations to launch and land rafts to include:
    - the bank in moving water
    - ledges
    - eddies
  - run routes through at least four rapids
  - consistently control direction of rafts forward, in reverse and sideways using this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - draw stroke
    - Pry
    - emergency stop
  - utilise the following techniques while consistently controlling the raft:
    - combining strokes to effectively manoeuvre the raft
    - breaking in and out of eddies and currents
    - forward and reverse ferry gliding
    - eddy hopping
    - weight shifting
    - paddling through holes
    - paddling over drops
    - using rocks to stop
    - using hydrological features to assist with paddling, controlling the raft and negotiating rapids
- participate in simulations to:
  - complete two self-rescues in moving water and re-enter the raft

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- complete two rescues of an ejected person, one at any given time, and assist re-entry to raft
- compete two capsize rescues, re-establish the upright raft, assist a minimum of three swimmers simultaneously in the water to re-enter or reach the shore, and take the raft to the shore on at least one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for rafting activities
- suitable clothing and footwear for rafting activities:
  - types of clothing and fabrics that protect against the effects of weather and water conditions including sun, temperatures, winds, and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of waterproof gear and exposure suits
  - types of footwear suitable for rafting including specialist sandals, river or paddling shoes and their advantages over other types of footwear
  - features and uses of gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets and helmets suitable for grade 4 river conditions and how to fit and adjust these for comfort and safety
- types of white water rafts suitable for use in grade 4 river conditions and:
  - location and function of different parts of the raft
  - different construction materials, effects on performance, advantages and disadvantages
  - design features including size, handling characteristics and limitations: manoeuvrability, stability and speed
  - pressure requirements and factors which affect different levels of inflation
- types of paddles suitable for use with rafts used in grade 4 river conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- techniques used to effectively stow items:
  - for ease of access and maximum usage of space
  - for stability of craft and minimal effect on trim
  - to waterproof clothing, food and resources
- safe manual handling techniques used to lift and carry rafts
- equipment features and techniques used to secure rafts to the bank and for transportation
- communication protocols for group rafting activities to include:
  - guide commands:
    - forward paddle
    - back paddle
    - left and right turn
    - over left and right

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    - hold on
    - lean in
    - high side
    - on the job
    - stop
  - calls
  - hand and paddle signals
  - whistles
- the International River Grading system:
  - strengths and limitations of the grading system; what is covered and not covered in classifications
  - specifications for grade 4 rivers
  - examples of local rivers attributed as grade 4
- typical hydrology features and hazards for grade 4 rivers, how to recognise features from the shore and water, and techniques used to safely negotiate hazards:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
  - exposure to lightning, storms and strong winds
  - prolonged emersion in cold water
- different locations that can be used to embark, launch, land and disembark rafts in grade 4 waters including:
  - the bank in moving water
  - ledges

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    - eddies
- for each of the above locations:
    - factors that affect selection
    - advantages and disadvantages of use
    - techniques used to embark groups of participants, launch and land
- a range of strokes used in grade 4 river conditions to direct rafts forward, in reverse and sideways:
    - forward and reverse paddle
    - forward and reverse sweeps
    - draw stroke
    - Pry
    - emergency stop
- for each of the above strokes:
    - how to use them when paddling as the raft guide
    - correct posture and trunk rotation
    - correct hand placement on paddle and movement of top hand through the stroke
    - wrist movement required to enable correct blade placement in water
    - correct paddle entry and exit points in relation to craft and body position
    - appropriate paddle depth in water to achieve effective stroke
    - correct paddle blade angle throughout stroke
- a range of techniques used to manoeuvre rafts in grade 4 water:
    - combining strokes and which combinations are effective
    - breaking in and out of eddies and currents
    - forward and reverse ferry gliding
    - eddy hopping
    - weight shifting
    - paddling through holes
    - paddling over drops
    - using rocks to stop
- how certain types of hydrological features can be used to assist with paddling, controlling the raft and negotiating rapids
- for rescues of ejected persons:
    - appropriate swimming strokes and techniques to use while in paddling gear in grade 4 river conditions
    - techniques used to re-enter raft from water and to assist swimmers to re-enter raft
    - aids used in rescues and how to use these effectively as rescuer and rescuee:
        - reach equipment, including improvised use of equipment on hand
        - craft and paddle as a flotation device
- for capsize rescues:

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    - methods used to re-establish an upright raft, guide multiple swimmers and their re-entry to raft and importance of head count
    - methods for taking a raft to shore
- when different knots are used, advantages and disadvantages, and how to tie them:
    - knots for tying on
    - rope joining knots
    - quick release knots.

Assessment Conditions

Skills must be demonstrated on different rivers or different sections of the same grade 4 rivers which must feature the following:

- difficult rapids which have high irregular waves
- difficult broken water, strong powerful and confused currents, boiling or strongly recirculating eddies
- significant obstacles, including exposed rocks, ledges, large drops and stoppers that require precise and sequential manoeuvring
- passages through rapids are difficult to recognise from the river and scouting would be required

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants whom the individual guides during rafting activities
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for grade 4 river conditions
- helmets
- pea-less whistles not affected by water
- white water rafts suitable for grade 4 river conditions
- raft paddles
- ropes and tie down straps
- rescue equipment:
    - reach equipment
    - fliplines
    - towlines
    - carabiners, Prusik cords and tape sling
    - knives
- activity plans to include details of planned route

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- template safety checklists
- information about the International River Grading System
- organisational safety and emergency response procedures for rafting activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a white water rafting leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISORAF004 Lead rafting activities on grade 2 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during rafting activities on grade 2 rivers according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct rafting techniques applicable to grade 2 rivers. To do this, leaders must be proficient in rafting skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rafting

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate rafting techniques applicable to grade 2 rivers.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise rafting activities on grade 2 rivers.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during rafting activities on grade 2 rivers.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISORAF004 Lead rafting activities on grade 2 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three rafting sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for rafting activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to rafting activities on grade 2 rivers:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated on grade 2 rivers which must feature the following:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water, although some may require scouting.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for grade 2 river conditions

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- helmets
- pea-less whistles not affected by water
- white water rafts suitable for grade 2 river conditions
- raft paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for rafting activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a rafting leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISORAF005 Lead rafting activities on grade 3 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during rafting activities on grade 3 rivers according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct rafting techniques applicable to grade 3 rivers. To do this, leaders must be proficient in rafting skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rafting

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate rafting techniques applicable to grade 3 rivers	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise rafting activities on grade 3 rivers.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during rafting activities on grade 3 rivers.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISORAF005 Lead rafting activities on grade 3 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three rafting sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for rafting activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to rafting activities on grade 3 rivers:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated on grade 3 rivers which must feature the following:

- rapids which have fairly high waves, one to two metres tall
- broken water, strong currents and eddies
- significant obstacles including large holes, exposed rocks and small falls that require manoeuvring around
- passages through rapids are difficult to recognise from the river and inspection from the bank is usually required.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for grade 3 river conditions

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- helmets
- pea-less whistles not affected by water
- white water rafts suitable for grade 3 river conditions
- raft paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for rafting activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a rafting leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISORAF006 Lead rafting activities on grade 4 rivers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during rafting activities on grade 4 rivers according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct rafting techniques applicable to grade 4 rivers. To do this, leaders must be proficient in rafting skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rafting

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate rafting techniques applicable to grade 4 rivers.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise rafting activities on grade 4 rivers.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during rafting activities on grade 4 rivers.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.

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Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISORAF006 Lead rafting activities on grade 4 rivers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three rafting sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
- utilise options provided in Assessment Conditions to:
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for rafting activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to rafting activities on grade 4 rivers:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated on grade 4 rivers which must feature the following:

- difficult rapids which have high irregular waves
- difficult broken water, strong powerful and confused currents, boiling or strongly recirculating eddies
- significant obstacles, including exposed rocks, ledges, large drops and stoppers that require precise and sequential manoeuvring
- passages through rapids are difficult to recognise from the river and scouting would be required.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing and footwear suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for grade 4 river conditions

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- helmets
- pea-less whistles not affected by water
- white water rafts suitable for grade 4 river conditions
- raft paddles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for rafting activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a rafting leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISORSC001 Conduct search and rescue

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to conduct a search and rescue within an activity-specific context. It requires the ability to fully assess the situation, develop a response plan and complete searches and rescues using methods and equipment appropriate for the situation.

It applies to senior leaders, guides or instructors, and others who use discretion and judgement to manage significant problems and emergencies when they arise.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rescue Operations

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Assess the situation and make plans.	1.1. Assess situation, identify hazards promptly, assess risks and manage to avoid injury to self and others. 1.2. Assess probable and possible location of lost participants and define search area. 1.3. Identify any known location and condition of participants in need of rescue. 1.4. Determine a suitable search and or rescue method according to situation and in line with organisational emergency response policies and procedures. 1.5. Select suitable equipment and resources to complete search or rescue. 1.6. Develop a response plan to include contingencies, roles and responsibilities of others. 1.7. Relay information to base as able and required.
2. Conduct search.	2.1. Provide clear and concise search instructions and information to others. 2.2. Advise search participants of communication processes and contingency plans. 2.3. Conduct search methodically using search techniques appropriate for situation.
3. Conduct rescue.	3.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 3.2. Establish communication with rescuee and provide clear and concise instructions and information throughout the rescue. 3.3. Determine condition of persons in need of rescue. 3.4. Brief others involved in rescue and provide clear and concise instructions throughout rescue. 3.5. Use equipment and rescue techniques appropriate to situation. 3.6. Determine ambulatory status of rescued persons and use or construct an evacuation structure as required. 3.7. Evaluate and monitor condition of rescued persons and determine need for first aid, medical treatment or evacuation.
4. Seek outside assistance.	4.1. Identify situations requiring outside assistance and alert search or rescue authorities to initiate search or rescue. 4.2. Hand over search or rescue to relevant authorities according to organisational policies and procedures.
5. Debrief and complete reports.	5.1. Participate in incident management debrief and identify future response improvements. 5.2. Complete required incident reports according to organisational procedures.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for emergency response.
Writing skills to:	• record detailed and accurate factual information about search and rescue responses.
Self-management skills to:	• critically analyse all circumstances and implications to coordinate a considered response to search and rescue requirements.
Technology skills to:	• use the features of emergency communication equipment to relay information about search and rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISORSC001 Conduct search and rescue

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete two simulated searches for lost parties using methods suitable for the land or water based environment
- complete two simulated rescues using methods and equipment suitable for the circumstance
- during each of the above search and rescue operations, designate roles and responsibilities to team members and participants to effectively conduct operations
- for one of the above search or rescue operations, seek outside assistance from search or rescue authorities
- for each search and rescue operation, participate in a debrief and complete an incident report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational emergency response policies and procedures
- roles and responsibilities that can be allocated to team members and participants to effectively conduct a search and a rescue
- hazards and risks associated with search and rescue situations and methods uses to manage these
- search methods, suitability for different circumstances, effectiveness and limitations to include those for:
  - ground searches
  - water based searches
- rescue methods, suitability for different circumstances, effectiveness and limitations:
  - use of hand line
  - support techniques
  - use of flotation aids
- specific to the particular type of outdoor recreation activity:
  - key features, functions and use of rescue equipment
  - evacuation equipment and how to improvise a structure if none available

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- key considerations for seeking outside assistance:
  - failed search or rescue
  - area of search exceeds ability to cover
  - weather, topography and time limitations
  - limitations of rescuer skill
  - inability to access person in need of rescue
  - condition of person in need of rescue and need for medical attention
- functions of search and rescue authorities and how to contact:
  - police search and rescue
  - State Emergency Services (SES)
  - volunteer rescue agencies
  - ski patrol, as relevant.

Assessment Conditions

Skills must be demonstrated in an environment specific to the particular type of outdoor recreation activity.

First aid equipment must be available to replicate industry conditions of operation.

Assessments can only be completed through simulated activities. Simulations must incorporate time critical requirements.

Assessment must ensure use of:

- people who act as team members, participants, rescuees and external service providers with whom the individual interacts during simulated activities
- rescue equipment specific to the particular type of outdoor recreation activity
- communication equipment for emergency response
- template incident reports
- organisational emergency response policies and procedures.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a recreational activity leader, guide or instructor; or as a search and rescue operator where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISORSC002 Perform vertical rescues

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to establish ropes and belays for rescue rope systems, and to use single rope techniques and mechanical advantage systems to rescue self and others during single pitch activities.

Vertical single rope rescue skills are required in a range of activity contexts which can include abseiling, climbing, canyoning and caving.

It applies to leaders, guides or instructors, and others who use discretion and judgement to manage problems and emergencies when they arise.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rescue Operations

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine rescue requirements and prepare for rescue.	1.1. Assess situation, identify hazards promptly, assess risks and manage to avoid injury to self and others. 1.2. Determine appropriate rescue methods and techniques for situation and according to needs of person to be rescued. 1.3. Select equipment required for single rope rescues. 1.4. Determine roles and responsibilities of others; complete a briefing and provide clear and concise instructions throughout rescue. 1.5. Implement rescue operations according to organisational policies and procedures for emergency response.
2. Establish systems for vertical rescues.	2.1. Determine need for use of mechanical advantage systems, identify and establish type appropriate for the rescue situation. 2.2. Select and rig or establish multiple anchors, ensuring equalisation and minimise potential for shock loading. 2.3. Promptly establish rescue systems required to raise and lower persons from a single pitch. 2.4. Rig single rescue rope to minimise effects of rope stretch and rub points and for efficient descent and ascent during rescue. 2.5. Establish belays suitable for rescue circumstance and to ensure personal safety during rescues. 2.6. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly.
3. Descend and ascend a pitch using single rope techniques.	3.1. Attach and adjust belay equipment to self and tie knots suitable for the established belay system. 3.2. Descend and ascend a fixed rope efficiently, using and adjusting techniques suitable for circumstances. 3.3. Safely approach, avoid or negotiate hazards to descend and ascend in a controlled manner. 3.4. Utilise techniques and equipment to adjust the single rope rig. 3.5. Choose optimum position and complete safe and efficient changeovers between descending and ascending. 3.6. Use techniques that minimise damage to equipment and the surface during activities.
4. Rescue others.	4.1. Establish communication with rescuee and provide clear and concise instructions and information throughout the rescue.

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	4.2. Operate rescue system to raise and lower persons from a single pitch. 4.3. Safely and efficiently escape a loaded belay system and transfer from belay device to direct connection to anchor. 4.4. Maintain safety of self, others and rescuee throughout rescue operations.
5. Rescue self.	5.1. Determine need for self rescue, assess situation and identify suitable techniques to resolve. 5.2. Anticipate hazards and utilise techniques to approach, avoid or negotiate throughout self rescue. 5.3. Implement extrication techniques to release from compromised situation. 5.4. Maintain personal safety throughout rescue operations.
6. Debrief and complete reports.	6.1. Participate in incident management debrief and identify future response improvements. 6.2. Complete required incident reports according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for emergency response.
Writing skills to:	• record detailed and accurate factual information about rescue responses.
Numeracy skills to:	• complete simple calculations and approximations of loads for anchors, ropes and pulleys • visually estimate distances to calculate lengths for ropes.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to coordinate rescue logistics, solve arising problems and effect efficient rescues.
Self-management skills to:	• critically analyse all circumstances and implications to coordinate a considered response to rescue requirements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISORSC002 Perform vertical rescues

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- establish systems for and complete the following simulated vertical rescues:
  - two rescues of conscious persons
  - two self rescues
- across the four rescues, collectively utilise the following equipment, techniques and methods:
  - select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
  - mechanical advantage systems which include simple pulley systems with one moving pulley
  - raising rescuee
  - lowering rescuee
  - single rope techniques including:
    - changeovers from descending to ascending
    - changeovers from ascending to descending
    - changeover to another system while suspended on a rope
  - bypassing knots
- for each rescue operation
  - designate roles and responsibilities to team members and participants to effectively complete rescues
  - maintain effective communication with the rescuee
  - participate in a debrief and complete an incident report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for emergency response
- roles and responsibilities that can be allocated to team members and participants to effectively complete a single rope rescue
- features, functions, advantages and disadvantages of different types of anchors:

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    - fixed artificial
    - naturally occurring
    - artificial removable:
- the effects of rope stretch during single rope operations and implications if not minimised:
    - abrasions
    - rope bounce
    - undue stress on the anchor system
    - stretch increases haulage effort
    - potential for rescuer and rescuee to impact with hazards, or become entangled or further entangled
- features and functions of equipment used for single rope descents and ascents, and their specific application to rescue operations:
    - belay systems:
        - top rope top belay
        - bottom brake
        - self-belay
    - descending devices:
        - assisted locking
        - inline
        - plate
        - figure 8
        - tubular
        - improvised
    - belay devices:
        - assisted locking
        - inline
        - plate
        - figure 8
        - tubular
        - improvised
    - harnesses of different types
    - carabiners
    - maillon rapides
    - static and dynamic rope and when each might be used
    - rope protectors
    - tape
    - sewn sling
    - personal attachment systems, including cow’s tails
    - Prusik cords
    - foot loops

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  - mechanical ascenders
  - mechanical advantage systems; simple pulley systems with one moving pulley
- how the following factors affect the selection and rigging of above equipment for single rope rescues:
  - site characteristics including position of rub points
  - weather and environmental conditions
  - rescuee’s size, weight, and ability
- manufacturers' specifications for equipment use
- techniques used to:
  - establish belay systems for single rope rescues
  - close the system; advantages and disadvantages of doing so
- when different knots are used in rigging, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight
  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- safety requirements at the pitch head including use of personal attachment systems
- techniques used to adjust the rope rig to include those for changing:
  - cord length
  - types of ascenders and descenders
  - type of ascending action used
- single rope rescue techniques used to:
  - raise and lower conscious persons from single pitches
  - descend and ascend a fixed rope
  - lock off during descent
  - changeover from descending to ascending
  - changeover from ascending to descending
  - changeover to another system while suspended on a rope
  - bypass knots
  - secure rescuee and escape from a loaded belay system
- typical hazards associated with single rope descents and ascents, and techniques used to safely negotiate.

Assessment Conditions

Skills must be demonstrated in an above or below ground single pitch environment which might include cliff faces, canyons or caves with vertical to near vertical surfaces.

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The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessments can only be completed through simulated activities. Simulations must incorporate time critical requirements.

Assessment must ensure use of:

- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues
- personal protective equipment to include:
  - gloves, as required
  - abseiling or climbing helmets
  - harnesses
- anchors which can include:
  - fixed artificial
  - naturally occurring
  - artificial removable
- single rope abseiling equipment:
  - carabiners
  - maillon rapides
  - rope which can include static and or dynamic rope
  - rope protectors
  - tape or sewn sling
  - personal attachment systems, including cow's tails
  - Prusik cords
  - foot loops
  - mechanical ascenders
  - descending devices
  - belay devices
  - mechanical advantage systems
- template incident reports
- organisational policies and procedures for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a recreational activity leader, guide or instructor; or as a rescue operator where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISORSC003 Perform complex vertical rescues

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to establish ropes and belays for rescue rope systems, and to use rope rescue techniques and mechanical advantage systems to rescue self and others during single and multi pitch activities. Complex situations may involve bad or extreme weather, unconscious persons, numerous environmental hazards or a combination of many factors.

Complex rope rescue skills are required in a range of activity contexts which can include abseiling, climbing, canyoning and caving.

It applies to senior leaders, guides or instructors, and others who use discretion and judgement to manage significant problems and emergencies when they arise.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rescue Operations

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine rescue requirements and prepare for rescue.	1.1. Assess situation, identify hazards promptly, assess risks and manage to avoid injury to self and others. 1.2. Determine appropriate rescue methods and techniques for situation, according to degree of urgency and condition of persons in need of rescue. 1.3. Select rescue equipment according to requirements. 1.4. Determine roles and responsibilities of others, complete a briefing and provide clear and concise instructions throughout rescue. 1.5. Implement rescue operations according to organisational policies and procedures for emergency response.
2. Establish systems for complex rescues.	2.1. Determine need for use of mechanical advantage systems, identify and establish type appropriate for rescue situation. 2.2. Select and rig or establish multiple anchors, ensuring equalisation and minimise potential for shock loading. 2.3. Promptly establish rescue systems required to raise and lower persons for complex situations. 2.4. Rig rescue ropes to minimise effects of rope stretch and rub points and for efficient ascent and descent during rescue. 2.5. Establish belays suitable for rescue circumstance and to ensure personal safety during rescues. 2.6. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly.
3. Conduct complex rescue of others.	3.1. Identify situations requiring approach from above or below and implement suitable approach procedures. 3.2. Establish communication with rescuee and provide clear and concise instructions and information throughout the rescue. 3.3. Operate rescue system to raise and lower persons on single and multi pitches. 3.4. Safely and efficiently escape a loaded belay system and transfer from belay device to direct connection to anchor. 3.5. Maintain safety of self, others and rescuee throughout rescue operations.
4. Complete complex self	4.1. Determine need for self rescue, assess complexities of

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rescues.	situation and identify suitable techniques to resolve. 4.2. Anticipate hazards and utilise techniques to approach, avoid or negotiate throughout complex self rescues. 4.3. Implement extrication techniques to release from compromised situation. 4.4. Maintain personal safety throughout rescue operations.
5. Debrief and complete reports.	5.1. Participate in incident management debrief and identify future response improvements. 5.2. Complete required incident reports according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for emergency response.
Writing skills to:	• record detailed and accurate factual information about rescue responses.
Numeracy skills to:	• complete significant calculations and estimations of loads for anchors, ropes and pulleys • visually estimate distances to calculate lengths for ropes.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to coordinate rescue logistics, solve arising problems and effect efficient rescues.
Self-management skills to:	• critically analyse all circumstances and implications to coordinate a considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISORSC003 Perform complex vertical rescues

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- establish systems for and complete the following simulated vertical rescues:
  - one rescue of a conscious person
  - two rescues of unconscious persons
  - two self rescues
- across the five rescues, collectively utilise the following equipment, techniques and methods:
  - select and tie at least four different types of knots suitable for the system type established, and appropriate for the intended load and function
  - mechanical advantage systems which include compound pulley systems with more than one moving pulley
  - rescue from above
  - rescue from below
  - raising rescuee
  - lowering rescuee
  - rescue with assisted haul from other team member(s)
  - single rope techniques including:
    - changeovers from descending to ascending
    - changeovers from ascending to descending
    - changeover to another system while suspended on a rope
  - bypassing knots
  - tandem descent
  - pluck off
  - rescue from a traverse
  - transfer load from one rope to another
- for each rescue operation
  - designate roles and responsibilities to team members and participants to effectively complete rescues
  - maintain effective communication with the rescuee
  - participate in a debrief and complete an incident report.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for emergency response
- roles and responsibilities that can be allocated to team members and participants to effectively complete a complex rope rescue
- key considerations for determining rescue methods and techniques for complex rescues:
  - site topography and access to person to be rescued
  - severity of site hazards
  - degree of urgency to avoid situation worsening
  - weather conditions
  - condition of person to be rescued
  - rescue abilities of self and team members
  - availability of equipment and human resources
- features, functions, advantages and disadvantages of different types of anchors:
  - fixed artificial
  - naturally occurring
  - artificial removable
- features, functions and operation of equipment used for complex rescues:
  - belay systems:
    - top rope top belay
    - top rope bottom belay
    - bottom brake belay
    - self-belay
    - static and live belays
  - descending devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised
  - belay devices:
    - assisted locking
    - inline
    - plate
    - figure 8
    - tubular
    - improvised

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- harnesses of different types
- carabiners
- maillon rapides
- static and dynamic rope and when each might be used
- tape
- sewn sling
- personal attachment systems, including cow's tails
- Prusik cords
- foot loops
- mechanical ascenders
- releasable hitches
- mechanical advantage systems to include:
  - simple pulley systems with one moving pulley
  - compound pulley systems with more than one moving pulley
- factors that affect the selection and rigging of above equipment for complex rescues
- manufacturers' specifications for equipment use
- techniques used to:
  - establish belay systems for complex rope rescues
  - close the system; advantages and disadvantages of doing so
- when different knots are used in rigging, advantages and disadvantages, and how to tie them:
  - fixed eye
  - mid line tied in the bight
  - end to end joining
  - termination
  - load control hitches
  - slide and grip hitches
- complex rope rescue techniques used to:
  - raise and lower conscious and unconscious persons on single and multi pitches
  - rescue with assisted haul from other team member(s)
  - use a single rope and execute:
    - changeovers from descending to ascending
    - changeovers from ascending to descending
    - changeover to another system while suspended on a rope
  - bypass knots
  - complete two person (tandem) descents
  - pluck off
  - rescue from a traverse
  - transfer loads from one rope to another
  - traverse diagonally or horizontally

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    - secure rescuee and escape from a loaded belay system
- typical hazards associated with complex rope rescues, and techniques used to safely negotiate.

Assessment Conditions

Skills must be demonstrated in an above or below ground environment which might include cliff faces, canyons or caves.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessments can only be completed through simulated activities. Simulations must incorporate time critical requirements.

Assessment must ensure use of:

- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues
- personal protective equipment to include:
    - gloves, as required
    - abseiling or climbing helmets
    - harnesses
- anchors which can include:
    - fixed artificial
    - naturally occurring
    - artificial removable
- equipment used for complex rescues:
    - carabiners
    - maillon rapides
    - rope which can include static and or dynamic rope
    - tape or sewn sling
    - personal attachment systems, including cow’s tails
    - Prusik cords
    - foot loops
    - mechanical ascenders
    - descending devices
    - belay devices
    - mechanical advantage systems
- template incident reports

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- organisational policies and procedures for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a recreational activity leader, guide or instructor; or as a rescue operator where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISORSC004 Self rescue in white water

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to self rescue when in water after a craft capsize or ejection within inland white water rivers with rapids. These self rescue skills are required in a range of activity contexts which can include canoeing, kayaking and white water rafting.

It applies to leaders, guides or instructors, and others who use discretion and judgement to manage problems and emergencies when they arise.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rescue Operations

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Manoeuvre self in moving water.	1.1. Assess situation, identify immediate hazards and risks and promptly determine best action. 1.2. Set and maintain ferry angle to balance swimming against current. 1.3. Use appropriate body position and defensive swimming techniques to negotiate moving water and river hazards. 1.4. Use appropriate body position and aggressive swimming techniques to negotiate moving water and to free self from river hazards. 1.5. Transition between defensive and aggressive swimming and maintain body position that avoids foot entrapment. 1.6. Break in and out of eddies and cross a current to reach shore. 1.7. Use direction and support aids provided by others to reach shore or rescue craft.
2. Wade in moving water.	2.1. Identify safe river location to wade. 2.2. Wade across rivers at mid-thigh depth and negotiate swift currents, when present. 2.3. Use direction and support aids provided by others to reach shore.
3. Re-enter craft.	3.1. Select a method of re-entry according to physical ability, type of craft and situation. 3.2. Re-enter craft with and without assistance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known to party members.
Numeracy skills to:	• estimate speed of currents and depth of water.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISORSC004 Self rescue in white water

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three simulated self rescues in one or more inland white water rivers with rapids
- during each of the above rescues:
  - consistently negotiate river hazards safely and effectively
  - use re-entry techniques suited to the type of craft utilised for the activity
- across the three rescues collectively utilise the following aids effectively as the rescuee:
  - reach equipment
  - throw bags
  - rope coils.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- typical hydrology conditions and hazards associated with self rescues on inland white water rivers with rapids, and techniques used to safely negotiate these:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore

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  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
- appropriate swimming strokes and techniques to use while in paddling gear
- defensive swimming techniques and when to use these in white water conditions:
  - floating passively on back facing downstream
  - riding with the river current
  - pointing feet downstream, toes out of water
  - using arms and legs to avoid serious contact with obstacles
- aggressive swimming techniques and when to use these in white water conditions:
  - moving on to stomach
  - pointing head in direction of travel
  - stroking hard to move across the current
  - swimming freestyle across current
- factors that affect selection of appropriate location for wading
- shallow water wading techniques
- aids used in rescues and how to use these effectively as rescuee:
  - reach equipment, including improvised use of equipment on hand
  - throw bags
  - rope coils
  - craft and paddle as a flotation device
- for the particular type of water craft, techniques used to re-enter.

Assessment Conditions

Skills must be demonstrated on inland white water rivers with rapids which must include, as a minimum, features of grade 2 rivers:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water.

Assessments can only be completed through simulated activities. Simulations must incorporate time critical requirements.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment

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- communication equipment for emergency response.

Assessment must ensure use of:

- people who act as rescuers providing aids during simulated activities
- Australian Standard, or equivalent, compliant lifejackets suitable for inland river conditions
- helmets
- pea-less whistles not affected by water
- white water craft which can include canoes, kayaks and rafts
- paddles suited to type of craft
- throw bags
- rope coils.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a recreational activity leader, guide or instructor; or as a rescue operator where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience

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SISORSC005 Rescue others in white water

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform rescues and recoveries on inland white water rivers with rapids. White water rescue skills are required in a range of activity contexts which can include canoeing, kayaking and white water rafting, and techniques will vary according to the type of craft.

It applies to leaders, guides or instructors, and others who use discretion and judgement to manage problems and emergencies when they arise.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISORSC004 Self rescue in white water

Competency Field

Rescue Operations

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Determine rescue requirements and prepare for rescue.	1.1. Assess situation, identify hazards promptly, assess risks and manage to avoid injury to self and others. 1.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 1.3. Implement rescue operations according to organisational policies and procedures for emergency response.
2. Rescue others from moving water.	2.1. Identify immediate hazards, assess risks and negotiate throughout rescue to avoid injury to self and others. 2.2. Provide clear and concise instructions to person being rescued and others assisting. 2.3. Rescue a swimmer in moving water using reach techniques. 2.4. Utilise throw resources to reach a swimmer in moving water. 2.5. Release entrapped person, utilising methods suitable for situation. 2.6. Use safe contact methods, using craft, to rescue and transport a swimmer. 2.7. Provide both tethered and supported tows to nearest safe landing. 2.8. Select and use equipment and methods appropriate to situation to retrieve abandoned craft and equipment.
3. Use mechanical advantage systems.	3.1. Determine need for use of mechanical advantage systems. 3.2. Identify and promptly establish type appropriate for the rescue or recovery situation. 3.3. Verify manufacturers' recommendations, equipment limitations and safety margins; rig and use equipment accordingly. 3.4. Modify system, as required, to increase efficiency and communicate system changes to others assisting.
4. Debrief and complete reports.	4.1. Participate in incident management debrief and identify future response improvements. 4.2. Complete required incident reports according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for emergency response.
Writing skills to:	• record detailed and accurate factual information about rescue responses.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISORSC005 Rescue others in white water

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three simulated white water rescues, on one or more inland white water rivers with rapids, which collectively involve the following situations:
  - swimmers in the water, one at any given time
  - entrapped persons, one at any given time
  - abandoned craft and paddles to be recovered, one at any given time
- across the three rescues, collectively utilise the following techniques and methods as relevant to the type of craft utilised:
  - reach techniques to rescue swimmers
  - reach techniques to recover paddles
  - throw techniques to rescue swimmers using throw bags and coiled ropes
  - two point craft on tether
  - single tow with paddler onboard (excluding raft rescues)
  - contact rescue, using craft and techniques relevant to the type of craft utilised
  - use of a mechanical advantage system to recover wrapped, pinned or breached craft
- for each rescue operation:
  - consistently negotiate river hazards safely and effectively
  - designate roles and responsibilities to team members and participants to effectively complete rescues
  - maintain effective communication with the rescuee
  - participate in a debrief and complete an incident report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for emergency response
- roles and responsibilities that can be allocated to team members and participants to effectively complete a white water rescue
- communication protocols for rescue operations in white water:
  - calls

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  - hand and paddle signals
  - whistles
- typical hydrology conditions and hazards associated with rescues on inland white water rivers with rapids, and techniques used to safely negotiate these:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
- features, functions and operation of equipment used for white water rescues:
  - reach equipment, including improvised use of equipment on hand
  - throw bags
  - rope coils
  - two point boat tether system
  - mechanical advantage systems to include:
    - z drags
    - pig-rigs
    - vector pulls
    - 3:1 ratio
    - 4:1 ratio
- factors that affect the selection and rigging of mechanical advantage systems
- manufacturers' specifications for equipment use
- types of anchors used in rescue systems and factors that affect selection
- types of knots used, and how to tie them, when establishing rescue systems
- techniques used to rescue swimmers in moving water:
  - reach techniques

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  - throw techniques using throw bags and rope coils
  - contact techniques
- different types of entrapment encountered by rescuees and suitable methods used to extricate entrapped persons
- as relevant to the particular type of water craft, techniques used when implementing the following rescue and recovery methods:
  - T (or X) rescue
  - wedge rescue
  - deck carry
  - providing single and double tows
  - retrieving abandoned craft and equipment
  - two point tethered tow.

Assessment Conditions

Skills must be demonstrated on inland white water rivers with rapids which must include, as a minimum, features of grade 2 rivers:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water.

Assessments can only be completed through simulated activities. Simulations must incorporate time critical requirements.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues
- Australian Standard, or equivalent, compliant lifejackets suitable for inland river conditions
- helmets
- pea-less whistles not affected by water
- white water craft which can include canoes, kayaks and rafts
- paddles suited to type of craft
- rescue equipment:

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  - throw bags
  - rope coils
  - towlines
  - static rope
  - carabiners, Prusik cords and tape sling
  - mechanical advantage systems
  - knives
- template incident reports
- organisational policies and procedures for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a recreational activity leader, guide or instructor; or as a rescue operator where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISORSC006 Lead and participate in complex white water rescues

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to both direct and complete complex rescues and recoveries on inland white water rivers with grade 3 and above rapids. White water rescue skills are required in a range of activity contexts which can include canoeing, kayaking and white water rafting, and techniques will vary according to the type of craft.

Complex situations may involve multiple capsized participants, multiple equipment recoveries, dealing with numerous environmental hazards, or a combination of many factors.

It applies to senior leaders, guides or instructors, and others who use discretion and judgement to manage significant problems and emergencies when they arise.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISORSC004 Self rescue in white water

Competency Field

Rescue Operations

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine rescue requirements and prepare for rescue.	1.1. Assess situation, identify hazards promptly, assess risks and manage to avoid injury to self and others. 1.2. Determine appropriate rescue methods and techniques for situation, according to degree of urgency and condition of persons in need of rescue. 1.3. Select rescue equipment according to requirements. 1.4. Assess abilities, establish a chain of command and allocate roles and responsibilities to others. 1.5. Provide clear and concise instructions and confirm rescue crew understanding of roles, communication protocols and rescue actions. 1.6. Implement rescue operations according to organisational policies and procedures for emergency response.
2. Rescue multiple persons from moving water.	2.1. Prioritise rescue of persons according to need, and manage rescue crew response. 2.2. Monitor hazards, changing circumstances and actions of rescuers and provide ongoing direction. 2.3. Participate in rescue in and out of water, changing position as required, to effect rescue of multiple swimmers. 2.4. Provide clear and concise instructions to rescuers and rescuees throughout rescue. 2.5. Utilise reach and throw techniques to rescue multiple swimmers in moving water. 2.6. Release entrapped persons, utilising methods suitable for situation. 2.7. Use safe contact methods, using craft, to rescue and transport a swimmer. 2.8. Provide both tethered and supported tows to nearest safe landing. 2.9. Select and use equipment and methods appropriate to situation to retrieve abandoned craft and equipment.
3. Use mechanical advantage systems.	3.1. Determine need for use of mechanical advantage systems. 3.2. Identify and promptly establish type appropriate for the rescue or recovery situation. 3.3. Verify manufacturers' recommendations, equipment limitations and safety margins; rig and use equipment

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	accordingly. 3.4. Modify system, as required, to increase efficiency and communicate system changes to others assisting.
4. Debrief and complete reports.	4.1. Participate in incident management debrief and identify future response improvements. 4.2. Complete required incident reports according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for emergency response.
Writing skills to:	• record detailed and accurate factual information about rescue responses.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Teamwork skills to:	• pro-actively and cooperatively direct and work within teams to coordinate rescue logistics, solve arising problems and effect efficient rescues.
Self-management skills to:	• critically analyse all circumstances and implications to coordinate a considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISORSC006 Lead and participate in complex white water rescues

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three simulated complex white water rescues on one or more inland white water rivers with rapids, which collectively involve the following situations:
  - a minimum of three swimmers simultaneously in the water
  - a minimum of two simultaneously entrapped persons
  - a minimum of three simultaneously abandoned craft and paddles to be recovered
- across the three rescues, collectively utilise the following techniques and methods, as relevant to the type of craft utilised:
  - reach techniques to rescue swimmers
  - reach techniques to recover paddles
  - throw techniques to rescue swimmers using throw bags and coiled ropes
  - two and four point craft on tether
  - single and double tows with paddler onboard (excluding raft rescues)
  - tyrolean rope system with craft on tether
  - contact rescue, using craft and techniques relevant to the type of craft utilised
  - use of a mechanical advantage system to recover a wrapped, pinned or breached craft
- for each rescue operation:
  - consistently negotiate river hazards safely and effectively
  - establish a chain of command, allocate and communicate roles and responsibilities to team members and participants to effectively complete rescues
  - maintain effective communication with the rescuees
  - participate in a debrief and complete an incident report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for emergency response
- principles of a chain of command as relevant to rescue operations
- roles and responsibilities that can be allocated to team members and participants to effectively complete a complex white water rescue

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- communication protocols for rescue operations in white water:
  - calls
  - hand and paddle signals
  - whistles
- key considerations for determining rescue methods and techniques for complex white water rescues:
  - river topography and access to person to be rescued
  - river conditions
  - severity of river hazards
  - degree of urgency to avoid situation worsening
  - condition of persons to be rescued
  - rescue abilities of self and team members
  - availability of equipment and human resources
- typical hydrology conditions and hazards associated with complex white water rescues on grade 3 and above rivers, and techniques used to safely negotiate these:
  - currents
  - eddies
  - waves
  - strainers
  - holes
  - stoppers
  - sieves
  - rocks, including undercut rocks
  - waterfalls
  - downstream and upstream Vs
  - boils
  - pour overs
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - other boating traffic
- features, functions and operation of equipment used for complex white water rescues:
  - reach equipment, including improvised use of equipment on hand
  - throw bags
  - rope coils
  - two and or four point boat tether system
  - mechanical advantage systems to include:

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    - high line tyrolean tethering system (telfer lower)
    - z drags
    - pig-rigs
    - vector pulls
    - 3:1 ratio
    - 4:1 ratio
- factors that affect the selection and rigging of mechanical advantage systems
- manufacturers' specifications for equipment use
- types of anchors used in rescue systems and factors that affect selection
- types of knots used, and how to tie them, when establishing rescue systems
- techniques used to rescue swimmers in moving water:
    - reach techniques
    - throw techniques using throw bags and rope coils
    - contact techniques
- different types of entrapment encountered by rescuees and suitable methods used to extricate entrapped persons
- as relevant to the particular type of water craft, techniques used when implementing the following rescue and recovery methods:
    - T (or X) rescue
    - wedge rescue
    - deck carry
    - providing single and double tows
    - retrieving abandoned craft and equipment
    - two point tethered tow
    - four point tethered tow.

Assessment Conditions

Skills must be demonstrated on inland white water rivers with rapids which must include, as a minimum, features of grade 3 rivers:

- rapids which have fairly high waves, one to two metres tall
- broken water, strong currents and eddies
- significant obstacles including large holes, exposed rocks and small falls that require manoeuvring around
- passages through rapids are difficult to recognise from the river and inspection from the bank is usually required.

Assessments can only be completed through simulated activities. Simulations must incorporate time critical requirements.

The following resources must be available to replicate industry conditions of operation:

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- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues
- Australian Standard, or equivalent, compliant lifejackets suitable for inland river conditions
- helmets
- pea-less whistles not affected by water
- white water craft which can include canoes, kayaks and rafts
- paddles suited to type of craft
- rescue equipment:
  - throw bags
  - rope coils
  - towlines
  - static rope
  - carabiners, Prusik cords and tape sling
  - mechanical advantage systems to include high line tyrolean tethering system
  - knives
- template incident reports
- organisational policies and procedures for emergency response

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a recreational activity leader, guide or instructor; or as a rescue operator where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISORSC007 Perform basic surf rescues

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform rescues and recoveries in surf conditions with waves up to 1 metre.

It applies to leaders, guides or instructors, and others who use discretion and judgement to manage problems and emergencies when they arise.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Surfing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine rescue requirements and	1.1. Assess situation, identify hazards promptly, assess risks

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prepare for rescue.	and manage to avoid injury to self and others. 1.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 1.3. Implement rescue operations according to organisational policies and procedures for emergency response.
2. Rescue others from surf.	2.1. Provide clear and concise instructions to person being rescued and others assisting. 2.2. Select approach and contact methods to minimise risk of injury or submersion of self as rescuer. 2.3. Rescue person in surf using rescue tube and non-motorised rescue craft. 2.4. Support, tow and monitor condition of rescued person. 2.5. Use appropriate carrying techniques to ensure airways are kept clear. 2.6. Utilise deep water resuscitation techniques according to standard practice and current guidelines.
3. Debrief and complete reports.	3.1. Participate in incident management debrief and identify future response improvements. 3.2. Complete required incident reports according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for emergency response.
Writing skills to:	• record detailed and accurate factual information about rescue responses.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

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Unit Mapping Information

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Assessment Requirements for SISORSC007 Perform basic surf rescues

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three simulated surf rescues
- across the three rescues, collectively utilise the following aids effectively:
  - rescue tubes
  - rescue boards
  - surf craft (non-motorised) used as rescue craft
- for each rescue:
  - consistently negotiate surf hazards safely and effectively
  - designate roles and responsibilities to team members and participants to effectively complete rescues
  - utilise appropriate carrying and deep water resuscitation techniques
  - participate in a debrief and complete an incident report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for emergency response.
- roles and responsibilities that can be allocated to team members and participants to effectively complete a surf rescue
- communication protocols for surf rescue operations:
  - calls
  - hand signals
  - whistles
- key characteristics of winds, currents, tides, rips, swell and ocean floor sufficient to understand effects on surf conditions, impacts on surf rescues and appropriate responses
- typical hazards associated with surf environments, and techniques used to safely negotiate these:
  - rips
  - lateral currents
  - marine animals

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  - rocks
  - sandbars
  - water users: surfers, swimmers, small craft
  - large waves
  - shore breaks
  - dumping waves
- features, functions and operation of equipment used for surf rescues and factors that affect selection:
  - rescue tubes
  - rescue boards
  - surf craft used as rescue craft
- for surf rescues:
  - appropriate contact methods to ensure safety of rescuer
  - methods used to support and tow rescued persons
  - methods used to carry rescued persons to ensure airways are clear
  - resuscitation techniques used in deep water and current Australian Resuscitation Council (ARC) guidelines.

Assessment Conditions

Skills must be demonstrated in a surf environment which features the following:

- waves up to 1 metre
- beach breaks, point breaks, river mouth or reef breaks
- water depth of shoulder height or less.

Assessments can only be completed through simulated activities. Simulations must incorporate time critical requirements.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- people who act as team members, participants, and rescuees with whom the individual interacts during simulated activities
- exposure protection surf wear suitable for conditions, and exposure suits as required
- rescue craft which can include surfboards, sea kayaks, stand up paddle boards or any type of non-motorised small craft
- rescue equipment:
  - rescue tube

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  - rescue boards
  - rope
  - knives
  - pea-less whistles not affected by water
- template incident reports
- organisational policies and procedures for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as recreational activity leader, guide or instructor; surf lifesaver or lifeguard, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate part time and full time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSAI001 Sail small boats in smooth water and light to moderate wind conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to sail small boats, under 8.5 metres length of deck, in light to moderate wind conditions within smooth waters. It requires the ability to use fundamental skills to launch, land and sail; steer on all points of sail, and to tack and gybe. It also requires the ability to rescue crew members from the water, recover from a capsize, and to operate small boats under tow.

This unit provides the skills to sail in smooth water conditions found within rivers, creeks, lakes, inlets, and waters within breakwaters, revetments or enclosed coastal bays. Sailors at this level can sail in variable winds from light winds up to 10 knots and in moderate winds of 11 to 16 knots (Beaufort Scale).

Smooth water could feature small formed rippled wavelets which do not break but can include small breaking white capping waves up to 0.5 metre. When moderate winds prevail, water could feature small white capping waves up to 1.25 metres.

It applies to leaders, guides or instructors, who use these skills when leading participants during sailing activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of small boats. All training and assessment activities must comply with the local state or territory requirements. No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Sailing Small Boats

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the sail.	1.1. Select clothing, footwear and personal protective equipment suitable for conditions, and check for safe working condition. 1.2. Select a suitable site for sailing activities according to current conditions. 1.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.4. Confirm protocols for communications between party members and with other water users. 1.5. Fit and adjust lifejacket to ensure comfort and safety.
2. Rig small boat.	2.1. Select lines and other rigging equipment to suit design of small boat in use. 2.2. Rig sails to mast and boom using appropriate tension. 2.3. Secure lines by tying knots suitable for rigging. 2.4. Complete safety checks according to organisational procedures.
3. Launch small boats.	3.1. Determine wind direction to enable easy launching. 3.2. Embark and launch small boat from bank or shore while maintaining stability, direction, speed and control. 3.3. Secure or drop the centreboard, where present, and rudder.
4. Sail a marked course in smooth water and light to moderate wind conditions.	4.1. Comply with waterway rules throughout all activities, including use of boat within permitted areas. 4.2. Manoeuvre boat using primary boat controls, safely approach, and negotiate obstacles and hazards to minimise risk of injury. 4.3. Determine wind direction and use wind, wind indicators and directional change to follow marked course. 4.4. Respond to changing wind conditions; adjust sails to

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	effectively manoeuvre boat using techniques appropriate for wind conditions.
	4.5. Use wind indicators and angle of sail to vary speed and use a basic heave to as a reference point.
	4.6. Sail the boat close hauled to a destination directly upwind.
	4.7. Identify perimeters of no go zone, and tack boat from close hauled to close hauled.
	4.8. Sail boat on a dead run and gybe mainsail while boat remains sailing on a dead run.
	4.9. Identify hazards of gybing when sailing downwind, and implement strategies to avoid unexpected gybe.
5. Recover crew member lost overboard.	5.1. Provide clear and concise instructions to person being rescued and others assisting.
	5.2. Engage a lookout to maintain sight of crew overboard at all times and to consistently indicate position in water.
	5.3. Reduce speed to safe level, approach and stop to leeward side of crew member in water.
	5.4. Rescue crew member from water using reach techniques.
	5.5. Utilise throw resources to reach and recover crew member in water.
	5.6. Position boat appropriately and assist injured crew to re-enter boat.
6. Recover from a capsize.	6.1. Recognise warning signs and take immediate action to prevent capsize.
	6.2. Signal for assistance following capsize, as required, and implement organisational capsize procedures.
	6.3. Check safety of crew, provide instruction, and stay clear of rigging in water.
	6.4. Maintain contact with boat, secure floating items, as able, and ease sheets.
	6.5. Utilise all crew members to right small boat using counterweight methods and smooth transitions; maintain head to wind.
	6.6. Re-enter crew to boat gradually as sufficient freeboard is regained after first crew member has re-entered and started bailing.
7. Operate small boats under tow.	7.1. Drop and secure sails and secure all equipment.
	7.2. Receive and secure towline using appropriate fixtures, knots and tensions to spread load on towline.
	7.3. Seat crew in positions to provide balance to small boat.
	7.4. Signal towing vessel when ready to proceed.
	7.5. Maintain communication with towing vessel and monitor

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	towline and response of small boat, adjust any equipment as required.
8. Land and secure small boats.	8.1. Bring small boat to anchor using techniques appropriate to situation. 8.2. Drop sails, raise centreboard, where present, and rudder and prepare lines in preparation for return to shore. 8.3. Account for effects of wind and tide to safely manoeuvre boat into landing position. 8.4. Maintain stability, direction, speed and control to land boat into a range of free and tight positions. 8.5. Secure small boat to bank or shore using appropriate knots, and retrieve boat from water. 8.6. De-rig and pack all components. 8.7. Secure boat for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret potentially unfamiliar and complex information about waterway rules.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.

Numeracy skills to:	• interpret and calculate numerical data involving:
	  • direction and speed of wind and currents
	  • angles that relate to points of sail and tacking manoeuvres.

Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSAI001 Sail small boats in smooth water and light to moderate wind conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete two group sailing sessions in light wind conditions
- complete two group sailing sessions in moderate wind conditions
- during each session consistently:
  - follow safety procedures and safely negotiate hazards
  - follow waterway rules
  - utilise effective techniques to:
    - rig the sail boat
    - launch and land the sailboat under control
    - power, steer and turn the sailboat under control on a marked course
- participate in simulations to:
  - recover three crew members lost overboard, one at any given time, and collectively use reach and throw techniques and equipment
  - recover from a capsize on three occasions
  - operate under tow on one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for sailing activities
- clothing and footwear suitable for sailing activities:
  - types of clothing and fabrics that protect against the effects of weather including sun, temperatures, winds and precipitation of different levels
  - effective design and construction features of waterproof gear
  - types of footwear including specialist boating sandals and shoes and their advantages over other types of footwear
  - features and uses of sailing gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets suitable for smooth water conditions and how to fit and adjust these for comfort and safety
- location and function of these small sailboat parts:

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  - bow and stern
  - hull
  - deck
  - cockpit
  - painters ring
  - centreboard
  - tiller and rudder
  - mast
  - boom
  - sails:
    - mainsail and jib
    - parts of sails – battens, luff, leech, head, foot, tack and clew
  - rigging:
    - standing and running rigging - meaning and difference
    - halyards and sheets
    - downhauls, including Cunningham's eye, and outhauls
    - cleats of different types
- types of small sailing boats suitable for use in smooth water conditions and:
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- communication protocols for sailing activities to include:
  - calls
  - hand signals
  - international distress signals
- the impact of the following on selection of sailing location, and on launching, landing and manoeuvring small sailing boats:
  - tides, currents, waves and rips
  - on, cross, and off shore winds
- the meaning of the following terminology used for sailing:
  - port
  - starboard
  - ahead, abeam, astern
  - fore and aft
  - windward, upwind
  - leeward, downwind
  - cross wind
  - dead run
  - luffing up
  - bearing away

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- safe manual handling techniques used to lift and carry small sailing boats and equipment
- equipment features and techniques used to secure small sailing boats for transportation
- techniques and knots used to rig small sailing boats, and correct tensions
- techniques used to:
  - embark, launch, land and disembark small sailing boats from bank or shore, including those for tight positions
  - secure boats to bank or shore
- specific to smooth water and light to moderate wind conditions:
  - fundamental sailing manoeuvres and techniques for tacking and gybing on a marked course
  - different techniques used to adjust sails and when these would be used:
    - trimming
    - reefing
    - heaving to
  - different techniques used to anchor small boats and when these would be used
- points of sail and all associated terminology
- the "no go zone" and how to get upwind
- principle of tacking upwind and gybing downwind
- hazards associated with gybing downwind and how to manage these
- typical hazards associated with sailing, and techniques used to safely negotiate these:
  - tides, currents and rips
  - built objects – piers, navigation markers
  - steep, slippery or rocky shores
  - sections of dark, deep or cold water
  - marine animals
  - other boating traffic
- features, functions and operation of equipment used to rescue crew from water:
  - reach equipment
  - throw bags, lifebuoys and slings
  - throw ropes
- techniques used to rescue crew from water:
  - reach techniques
  - throw techniques
  - using rescuee’s lifejacket and dragging injured crew member onto boat
- for capsizes:
  - actions that can prevent imminent capsize; easing sheets, shifting weight, change heading
  - appropriate swimming strokes and techniques to use while clothed in smooth water conditions
  - counterweight techniques used to re-establish upright small boat, and correct positioning of boat in relation to wind direction

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    - importance of gradual crew re-entry into boat
    - how to empty water from small boats, and equipment used to assist
- equipment and towing techniques used for small sailing boats when under tow
- specific to the local state or territory:
    - categories of waterways determined by law and maritime authority:
        - description of waterway and limits
        - how to interpret basic limit charts issued by the local authority
        - safety equipment required for small sailing boats within the limits
        - life jackets required within the limits
    - rules specific to the operation of small sailing boats:
        - give way rules – passing, crossing and overtaking powered and non-powered vessels
        - distance limitations ("distance off") – rules for swimmers, designated swimming zones, dive flags, unpowered and powered vessels stationary or underway, moored or anchored vessels, built structures (bridges, jetties, navigation markers)
        - prohibited local areas – also called "exclusion" and "no go zones"
        - alcohol and drug restrictions
        - requirements for lights after sunset
        - incident reporting requirements including those for verbal and written reports.

Assessment Conditions

Skills must be demonstrated in smooth water conditions which can be within rivers, creeks, lakes, inlets, and waters within breakwaters, revetments or enclosed coastal bays.

The environment must feature the following:

- for two assessments:
    - light winds up to 10 knots (Beaufort scale) and small breaking white capping waves up to .05 metre
- for two assessments:
    - moderate winds between 11 to 16 knots (Beaufort Scale) and small breaking white capping waves up to 1.25 metres.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- an activity support vessel suitable for the area of operation carrying equipment necessary to rescue a sailor and sailing craft, and this must be underway during the sailing activity while sailing craft are afloat.

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Assessment must ensure use of:

- a group of participants with whom the individual interacts during sailing activities
- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues, capsizes and tows
- clothing suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- small sailing boats of any design under 8.5metres length of deck, suitable for use in smooth water and light to moderate wind conditions
- sails, rigging and rigging tools suited to the type of craft
- ropes and tie down straps for transportation
- rescue equipment:
  - reach equipment
  - throw equipment
  - towlines
  - bailing device
  - knives
- boating guide issued by the local state or territory maritime authority
- information on tides, depths, currents and other expected water conditions
- organisational safety and emergency response procedures for sailing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sailing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSAI002 Sail small boats in partially smooth water and moderate to fresh wind conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to sail small boats, under 8.5 metres length of deck, in moderate to fresh wind conditions within partially smooth waters. It requires the ability to launch, land and sail; steer on all points of sail, and to tack and gybe. It also requires the ability to rescue crew members from the water, recover from a capsize, and to operate small boats under tow.

This unit provides the skills to sail in partially smooth water conditions found within ports, bays and harbours, and sheltered coastal areas up to 2 nautical miles seaward from the coast. Sailors at this level can sail in variable winds from moderate winds of 11 to 16 knots and in fresh winds of 17 to 21 knots (Beaufort Scale).

Partially smooth water could feature small white capping waves up to 1.25 metres. When fresh winds prevail, water could feature long moderate sized white capping waves between 1.25 and 2.5 metres.

It applies to leaders, guides or instructors, who use these skills when leading participants during sailing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of small boats. All training and assessment activities must comply with the local state or territory requirements. No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Sailing Small Boats

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the sail.	1.1. Select clothing, footwear and personal protective equipment suitable for conditions, and check for safe working condition. 1.2. Select a suitable site for sailing activities according to current conditions. 1.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.4. Confirm protocols for communications between party members and with other water users. 1.5. Fit and adjust lifejacket to ensure comfort and safety.
2. Rig small boat.	2.1. Select lines and other rigging equipment to suit design of small boat in use. 2.2. Rig sails to mast and boom using appropriate tension. 2.3. Secure lines by tying knots suitable for rigging. 2.4. Complete safety checks according to organisational procedures.
3. Launch small boats.	3.1. Determine wind direction to enable easy launching. 3.2. Embark and launch small boat from bank, shore or wharf while maintaining stability, direction, speed and control. 3.3. Secure or drop the centreboard, where present, and rudder.
4. Sail a marked course in partially smooth water and moderate to fresh wind conditions.	4.1. Comply with waterway rules throughout all activities, including use of boat within permitted areas. 4.2. Manoeuvre boat using primary boat controls, safely approach, and negotiate obstacles and hazards to minimise risk of injury. 4.3. Determine wind direction and use wind, wind indicators and directional change to follow marked course. 4.4. Use the tiller extension where necessary to sail a course

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	which includes windward and downwind legs.
	4.5. Respond to changing wind conditions; adjust sails to effectively manoeuvre boat using techniques appropriate for wind conditions.
5. Recover crew member lost overboard.	5.1. Provide clear and concise instructions to person being rescued and others assisting.
	5.2. Engage a lookout to maintain sight of crew overboard at all times and to consistently indicate position in water.
	5.3. Reduce speed to safe level, approach and stop to leeward side of crew member in water.
	5.4. Rescue crew member from water using reach techniques.
	5.5. Utilise throw resources to reach and recover crew member in water.
	5.6. Position boat appropriately and assist injured crew to re-enter boat.
6. Recover from a capsize.	6.1. Recognise warning signs and take immediate action to prevent capsize.
	6.2. Signal for assistance following capsize, as required, and implement organisational capsize procedures.
	6.3. Check safety of crew, provide instruction, and stay clear of rigging in water.
	6.4. Maintain contact with boat, secure floating items, as able, and ease sheets.
	6.5. Utilise all crew members to right small boat using counterweight methods and smooth transitions; maintain head to wind.
	6.6. Re-enter crew to boat gradually as sufficient freeboard is regained after first crew member has re-entered and started bailing.
7. Operate small boats under tow.	7.1. Drop and secure sails and secure all equipment.
	7.2. Receive and secure towline using appropriate fixtures, knots and tensions to spread load on towline.
	7.3. Seat crew in positions to provide balance to small boat.
	7.4. Signal towing vessel when ready to proceed.
	7.5. Maintain communication with towing vessel and monitor towline and response of small boat, adjust any equipment as required.
8. Land and secure small boats.	8.1. Bring small boat to anchor using techniques appropriate for situation
	8.2. Drop sails, raise centreboard, where present, and rudder and prepare lines in preparation for return to shore.
	8.3. Account for effects of wind and tide to safely manoeuvre boat into landing position.

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8.4. Maintain stability, direction, speed and control to land boat into a range of free and tight positions.
8.5. Secure small boat to bank or shore or wharf using appropriate knots, and retrieve boat from water.
8.6. De-rig and pack all components.
8.7. Secure boat for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret potentially unfamiliar and complex information about waterway rules.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.

Numeracy skills to:	• interpret and calculate numerical data involving:
	  • direction and speed of wind and currents
	  • angles that relate to points of sail and tacking manoeuvres.

Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSAI002 Sail small boats in partially smooth water and moderate to fresh wind conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete two group sailing sessions in moderate wind conditions
- complete two group sailing sessions in fresh wind conditions
- during each session consistently:
  - follow safety procedures and safely negotiate hazards
  - follow waterway rules
  - utilise effective techniques to:
    - rig the sail boat
    - launch and land the sailboat under control
    - power, steer and turn the sailboat under control on a marked course
- participate in simulations to:
  - recover three crew members lost overboard, one at any given time, and collectively use reach and throw techniques and equipment
  - recover from a capsize on three occasions
  - operate under tow on one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for sailing activities
- clothing and footwear suitable for sailing activities:
  - types of clothing and fabrics that protect against the effects of weather including sun, temperatures, winds and precipitation of different levels
  - effective design and construction features of waterproof gear
  - types of footwear including specialist boating sandals and shoes and their advantages over other types of footwear
  - features and uses of sailing gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets suitable for partially smooth water conditions and how to fit and adjust these for comfort and safety
- location and function of these small sailboat parts:

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- bow and stern
- hull
- deck
- cockpit
- painters ring
- centreboard
- tiller and rudder
- mast
- boom
- sails:
  - mainsail and jib
  - parts of sails – battens, luff, leech, head, foot, tack and clew
- rigging:
  - standing and running rigging, meaning and difference
  - halyards and sheets
  - downhauls, including Cunningham's eye, and outhauls
  - cleats of different types

- types of small sailing boats suitable for use in partially smooth water conditions and:
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- communication protocols for sailing activities to include:
  - calls
  - hand signals
  - international distress signals
- the impact of the following on selection of sailing location, and on launching, landing and manoeuvring small sailing boats:
  - tides, currents, waves and rips
  - on, cross, and off shore winds
- the interrelationship of winds, tides and current and effects on sailing conditions
- the meaning of the following terminology used for sailing:
  - port
  - starboard
  - ahead, abeam, astern
  - fore and aft
  - windward, upwind
  - leeward, downwind
  - cross wind
  - dead run
  - luffing up

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    - bearing away
- safe manual handling techniques used to lift and carry small sailing boats and equipment
- equipment features and techniques used to secure small sailing boats for transportation
- techniques and knots used to rig small sailing boats, and correct tensions
- techniques used to:
    - embark, launch, land and disembark small sailing boats from bank, shore and wharves, including those for tight positions
    - secure boats to bank or shore and wharves
- specific to partially smooth water and moderate to fresh wind conditions:
    - sailing manoeuvres and techniques for tacking and gybing on a marked course
    - different techniques used to adjust sails and when these would be used:
        - trimming
        - reefing
        - heaving to
    - different techniques used to anchor small boats and when these would be used
- points of sail and all associated terminology
- the "no go zone" and how to get upwind
- principle of tacking upwind and gybing downwind
- hazards associated with gybing downwind and how to manage these
- typical hazards associated with sailing, and techniques used to safely negotiate these:
    - tides, currents and rips
    - built objects – piers, navigation markers
    - steep, slippery or rocky shores
    - sections of dark, deep or cold water
    - marine animals
    - other boating traffic
- features, functions and operation of equipment used to rescue crew from water:
    - reach equipment
    - throw bags, lifebuoys and slings
    - throw ropes
- techniques used to rescue crew from water:
    - reach techniques
    - throw techniques
    - using rescuee’s lifejacket and dragging injured crew member onto boat
- for capsizes:
    - actions that can prevent imminent capsize; easing sheets, shifting weight, change heading
    - appropriate swimming strokes and techniques to use while clothed in smooth water conditions
    - counterweight techniques used to re-establish upright small boat, and correct positioning of boat in relation to wind direction

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    - importance of gradual crew re-entry into boat
    - how to empty water from small boats, and equipment used to assist
- equipment and towing techniques used for small sailing boats when under tow
- specific to the local state or territory:
    - categories of waterways determined by law and maritime authority:
        - description of waterway and limits
        - how to interpret basic limit charts issued by the local authority
        - safety equipment required for small sailing boats within the limits
        - life jackets required within the limits
    - rules specific to the operation of small sailing boats:
        - give way rules – passing, crossing and overtaking powered and non-powered vessels
        - distance limitations ("distance off") – rules for swimmers, designated swimming zones, dive flags, unpowered and powered vessels stationary or underway, moored or anchored vessels, built structures (bridges, jetties, navigation markers)
        - prohibited local areas – also called "exclusion" and "no go zones"
        - alcohol and drug restrictions
        - requirements for lights after sunset
        - incident reporting requirements including those for verbal and written reports.

Assessment Conditions

Skills must be demonstrated in partially smooth water conditions which can be within ports, bays and harbours, and sheltered coastal areas.

The environment must feature the following:

- for two assessments:
    - moderate winds between 11 to 16 knots (Beaufort Scale) and small breaking white capping waves up to 1.25 metres
- for two assessments:
    - fresh winds between 17 to 21 knots (Beaufort Scale) and long moderate sized white capping waves between 1.25 and 2.5 metres

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- an activity support vessel suitable for the area of operation carrying equipment necessary to rescue a sailor and sailing craft, and this must be underway during the sailing activity while sailing craft are afloat.

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Assessment must ensure use of:

- a group of participants with whom the individual interacts during sailing activities
- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues, capsizes and tows
- clothing suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- small sailing boats of any design under 8.5metres length of deck, suitable for use in partially smooth water and moderate to fresh wind conditions
- sails, rigging and rigging tools suited to the type of craft
- ropes and tie down straps for transportation
- rescue equipment:
  - reach equipment
  - throw equipment
  - towlines
  - bailing device
  - knives
- boating guide issued by the local state or territory maritime authority
- information on tides, depths, currents and other expected water conditions
- organisational safety and emergency response procedures for sailing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sailing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency ; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSAI003 Sail small boats in open coastal waters and moderate wind conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to sail small boats, under 8.5 metres length of deck, in moderate wind conditions within open coastal waters. It requires the ability to launch, land and sail; steer on all points of sail, and to tack and gybe. It also requires the ability to rescue crew members from the water, recover from a capsize, and to operate small boats under tow.

This unit provides the skills to sail in open coastal waters between 2 to 5 nautical miles seaward from the coast. Sailors at this level can sail in moderate winds of 11 to 16 knots (Beaufort Scale).Water could feature small white capping waves up to 1.25 metres.

It applies to leaders, guides or instructors, who use these skills when leading participants during sailing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of small boats. All training and assessment activities must comply with the local state or territory requirements. No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sailing Small Boats

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the sail.	1.1. Select clothing, footwear and personal protective equipment suitable for conditions, and check for safe working condition. 1.2. Select a suitable site for sailing activities according to current conditions. 1.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.4. Confirm protocols for communications between party members and with other water users. 1.5. Fit and adjust lifejacket to ensure comfort and safety.
2. Rig small boat.	2.1. Select lines and other rigging equipment to suit design of small boat in use. 2.2. Rig sails to mast and boom using appropriate tension. 2.3. Secure lines by tying knots suitable for rigging. 2.4. Complete safety checks according to organisational procedures.
3. Launch small boats.	3.1. Determine wind direction to enable easy launching. 3.2. Embark and launch small boat from bank, shore or wharf while maintaining stability, direction, speed and control. 3.3. Secure or drop the centreboard, where present, and rudder.
4. Sail small boat in open coastal waters and moderate wind conditions.	4.1. Comply with waterway rules throughout all activities, including use of boat within permitted areas. 4.2. Manoeuvre boat using primary boat controls, safely approach, and negotiate obstacles and hazards to minimise risk of injury. 4.3. Analyse wind indicators to anticipate gusts, lulls, lifts and knocks and use wind shifts when sailing upwind and downwind. 4.4. Respond to changing wind conditions; adjust sails to effectively manoeuvre boat using techniques appropriate for wind conditions. 4.5. Heave to and back the mainsail to control speed of boat.

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	4.6. Reduce sail in response to variable wind conditions. 4.7. Trim sails, and steer boat efficiently in moderate wind conditions.
5. Recover crew member lost overboard.	5.1. Provide clear and concise instructions to person being rescued and others assisting. 5.2. Engage a lookout to maintain sight of crew overboard at all times and to consistently indicate position in water. 5.3. Reduce speed to safe level, approach and stop to leeward side of crew member in water. 5.4. Rescue crew member from water using reach techniques. 5.5. Utilise throw resources to reach and recover crew member in water. 5.6. Position boat appropriately and assist injured crew to re-enter boat.
6. Recover from a capsize.	6.1. Recognise warning signs and take immediate action to prevent capsize. 6.2. Signal for assistance following capsize, as required, and implement organisational capsize procedures. 6.3. Check safety of crew, provide instruction, and stay clear of rigging in water. 6.4. Maintain contact with boat, secure floating items, as able, and ease sheets. 6.5. Utilise all crew members to right small boat using counterweight methods and smooth transitions; maintain head to wind. 6.6. Re-enter crew to boat gradually as sufficient freeboard is regained after first crew member has re-entered and started bailing.
7. Operate small boats under tow.	7.1. Drop and secure sails and secure all equipment. 7.2. Receive and secure towline using appropriate fixtures, knots and tensions to spread load on towline. 7.3. Seat crew in positions to provide balance to small boat. 7.4. Signal towing vessel when ready to proceed. 7.5. Maintain communication with towing vessel and monitor towline and response of small boat, adjust any equipment as required.
8. Land and secure small boats.	8.1. Bring small boat to anchor, using techniques appropriate for situation. 8.2. Drop sails, raise centreboard, where present, and rudder and prepare lines in preparation for return to shore. 8.3. Account for effects of wind and tide to safely manoeuvre boat into landing position. 8.4. Maintain stability, direction, speed and control to land

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boat into a range of free and tight positions.

8.5. Secure small boat to bank or shore or wharf using appropriate knots, and retrieve boat from water.

8.6. De-rig and pack all components.

8.7. Secure boat for road transport using suitable methods

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret potentially unfamiliar and complex information about waterway rules.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.

Numeracy skills to:	• interpret and calculate numerical data involving:
	  • direction and speed of wind and currents
	  • angles that relate to points of sail and tacking manoeuvres.

Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSAI003 Sail small boats in open coastal waters and moderate wind conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete four group sailing sessions
- during each session consistently:
  - follow safety procedures and safely negotiate hazards
  - follow waterway rules
  - utilise effective techniques to:
    - rig the sailboat
    - launch and land the sailboat under control
    - power, steer and turn the sailboat under control
- participate in simulations to:
  - recover three crew members lost overboard, one at any given time, and collectively use reach and throw techniques and equipment
  - recover from a capsize on three occasions
  - operate under tow on one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for sailing activities
- clothing and footwear suitable for sailing activities:
  - types of clothing and fabrics that protect against the effects of weather including sun, temperatures, winds and precipitation of different levels
  - effective design and construction features of waterproof gear
  - types of footwear including specialist boating sandals and shoes and their advantages over other types of footwear
  - features and uses of sailing gloves and mittens, and advantages and disadvantages
- features and functions of lifejackets suitable for open coastal waters and how to fit and adjust these for comfort and safety
- location and function of these small sailboat parts:
  - bow and stern

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- hull
- deck
- cockpit
- painters ring
- centreboard
- tiller and rudder
- mast
- boom
- sails:
  - mainsail and jib
  - parts of sails – battens, luff, leech, head, foot, tack and clew
- rigging:
  - standing and running rigging, meaning and difference
  - halyards and sheets
  - downhauls, including Cunningham's eye, and outhauls
  - cleats of different types
- types of small sailing boats suitable for use in open coastal water conditions and:
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- communication protocols for sailing activities to include:
  - calls
  - hand signals
  - international distress signals
- the impact of the following on selection of sailing location, and on launching, landing and manoeuvring small sailing boats:
  - tides, currents, waves and rips
  - on, cross, and off shore winds
- the interrelationship of winds, tides and current and effects on sailing conditions
- the meaning of the following terminology used for sailing:
  - port
  - starboard
  - ahead, abeam, astern
  - fore and aft
  - windward, upwind
  - leeward, downwind
  - cross wind
  - dead run
  - luffing up
  - bearing away

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- safe manual handling techniques used to lift and carry small sailing boats and equipment
- equipment features and techniques used to secure small sailing boats for transportation
- techniques and knots used to rig small sailing boats, and correct tensions
- techniques used to:
  - embark, launch, land and disembark small sailing boats from bank, shore and wharves, including those for tight positions
  - secure boats to bank or shore and wharves
- specific to open coastal waters and moderate wind conditions:
  - sailing manoeuvres and techniques for tacking and gybing
  - different techniques used to adjust sails and when these would be used:
    - trimming
    - reefing
    - heaving to
  - different techniques used to anchor small boats and when these would be used
- points of sail and all associated terminology
- the "no go zone" and how to get upwind
- principle of tacking upwind and gybing downwind
- hazards associated with gybing downwind and how to manage these
- typical hazards associated with sailing, and techniques used to safely negotiate these:
  - tides, currents and rips
  - built objects – piers, navigation markers
  - steep, slippery or rocky shores
  - sections of dark, deep or cold water
  - marine animals
  - other boating traffic
- features, functions and operation of equipment used to rescue crew from water:
  - reach equipment
  - throw bags, lifebuoys and slings
  - throw ropes
- techniques used to rescue crew from water:
  - reach techniques
  - throw techniques
  - using rescuee’s lifejacket and dragging injured crew member onto boat
- for capsizes:
  - actions that can prevent imminent capsize; easing sheets, shifting weight, change heading
  - appropriate swimming strokes and techniques to use while clothed in smooth water conditions
  - counterweight techniques used to re-establish upright small boat, and correct positioning of boat in relation to wind direction
  - importance of gradual crew re-entry into boat

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    - how to empty water from small boats, and equipment used to assist
- equipment and towing techniques used for small sailing boats when under tow
- specific to the local state or territory:
    - categories of waterways determined by law and maritime authority:
        - description of waterway and limits
        - how to interpret basic limit charts issued by the local authority
        - safety equipment required for small sailing boats within the limits
        - life jackets required within the limits
    - rules specific to the operation of small sailing boats:
        - give way rules – passing, crossing and overtaking powered and non-powered vessels
        - distance limitations ("distance off") – rules for swimmers, designated swimming zones, dive flags, unpowered and powered vessels stationary or underway, moored or anchored vessels, built structures (bridges, jetties, navigation markers)
        - prohibited local areas – also called "exclusion" and "no go zones"
        - alcohol and drug restrictions
        - requirements for lights after sunset
        - incident reporting requirements including those for verbal and written reports.

Assessment Conditions

Skills must be demonstrated in open coastal waters.

The environment must feature the following:

- water which features small white capping waves up to 1.25 metres
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- an activity support vessel suitable for the area of operation carrying equipment necessary to rescue a sailor and sailing craft, and this must be underway during the sailing activity while sailing craft are afloat.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during sailing activities
- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues, capsizes and tows
- clothing suitable for the conditions

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- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- small sailing boats of any design under 8.5metres length of deck, suitable for use in open coastal waters and moderate wind conditions
- sails, rigging and rigging tools suited to the type of craft
- ropes and tie down straps for transportation
- rescue equipment:
  - reach equipment
  - throw equipment
  - towlines
  - bailing device
  - knives
- boating guide issued by the local state or territory maritime authority
- information on tides, depths, currents and other expected water conditions
- organisational safety and emergency response procedures for sailing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sailing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency ; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSAI004 Lead sailing activities in smooth water and light to moderate wind conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during small boat sailing activities in smooth water conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct small boat sailing techniques applicable to smooth water and light to moderate wind conditions. To do this, leaders must be proficient in small boat sailing skills which are covered by other units.

Leaders can provide instruction when on board the small boat with participants or from a remote support craft. This unit is applicable to both circumstances.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of small boats. All training and assessment activities must comply with the local state or territory requirements. No occupational licensing or certification requirements apply to this unit at the time of publication

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Pre-requisite Unit

Nil

Competency Field

Sailing Small Boats

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate small boat sailing techniques applicable to smooth water and light to moderate wind conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control

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	equipment before activity commencement.
	2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise small boat sailing activities in smooth water conditions.	3.1. Supervise activity according to designated role, adjusting position and role as required.
	3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity.
	3.3. Provide clear and accurate instructions and or demonstrations throughout the session.
	3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques.
	3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety.
	3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during small boat sailing activities in smooth water conditions.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare.
	4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required.
	4.3. Respond immediately to adverse participant reactions and hazardous situations.
	4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others.
	4.5. Amend activities if risk is unacceptable; cease activities when required.
	4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session.
	5.2. Notify relevant personnel of activity completion.
	5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area.
	5.4. Document any equipment faults and incidents including injuries and near misses.
	5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSAI004 Lead sailing activities in smooth water and light to moderate wind conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for a group of participants, lead two small boat sailing sessions in light wind conditions according to predetermined activity plans
- for a group of participants, lead two small boat sailing sessions in moderate wind conditions according to predetermined activity plans
- across the four sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for sailing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged

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    - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to small boat sailing activities in smooth water conditions:
    - roles and responsibilities of different activity leaders and support staff
    - communication protocols used between participants and leaders during activities
    - how characteristics of participants affect the selection of equipment, including personal protective equipment:
        - age, size and weight
        - current experience in the recreational activity and skill level
        - fitness level and physical capabilities
        - injuries and medical conditions
        - emotional, behavioural and intellectual ability or disability
    - potential hazards and associated risks and safety procedures used to manage these
    - techniques used to instruct sailing participants:
        - when on board the small boat with participants
        - when on a remote support craft.

Assessment Conditions

Skills must be demonstrated in smooth water conditions which can be within rivers, creeks, lakes, inlets, and waters within breakwaters, revetments or enclosed coastal bays.

The environment must feature the following:

- for two assessments:
    - light winds up to 10 knots (Beaufort scale) and small breaking white capping waves up to .05 metre
- for two assessments:
    - moderate winds between 11 to 16 knots (Beaufort Scale) and small breaking white capping waves up to 1.25 metres.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- an activity support vessel suitable for the area of operation carrying equipment necessary to rescue a sailor and sailing craft, and this must be underway during the sailing activity while sailing craft are afloat.

Assessment must ensure use of:

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- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- small sailing boats of any design under 8.5 metres length of deck, suitable for use in smooth water and light to moderate wind conditions
- sails, rigging and rigging tools suited to the type of craft
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for sailing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sailing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOSAI005 Lead sailing activities in partially smooth water and moderate to fresh wind conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during small boat sailing activities in partially smooth water conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct small boat sailing techniques applicable to partially smooth water and moderate to fresh wind conditions. To do this, leaders must be proficient in small boat sailing skills which are covered by other units.

Leaders can provide instruction when on board the small boat with participants or from a remote support craft. This unit is applicable to both circumstances.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of small boats. All training and assessment activities must comply with the local state or territory requirements. No occupational licensing or certification requirements apply to this unit at the time of publication.

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Pre-requisite Unit

Nil

Competency Field

Sailing Small Boats

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate small boat sailing techniques applicable to partially smooth water and moderate to fresh wind conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control

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	equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise small boat sailing activities in partially smooth water conditions.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during small boat sailing activities in partially smooth water conditions.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSAI005 Lead sailing activities in partially smooth water and moderate to fresh wind conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for a group of participants, lead two small boat sailing sessions in moderate wind conditions according to predetermined activity plans
- for a group of participants, lead two small boat sailing sessions in fresh wind conditions according to predetermined activity plans
- across the four sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for sailing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged

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    - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to small boat sailing activities in partially smooth water conditions:
    - roles and responsibilities of different activity leaders and support staff
    - communication protocols used between participants and leaders during activities
    - how characteristics of participants affect the selection of equipment, including personal protective equipment:
        - age, size and weight
        - current experience in the recreational activity and skill level
        - fitness level and physical capabilities
        - injuries and medical conditions
        - emotional, behavioural and intellectual ability or disability
    - potential hazards and associated risks and safety procedures used to manage these
    - techniques used to instruct sailing participants:
        - when on board the small boat with participants
        - when on a remote support craft.

Assessment Conditions

Skills must be demonstrated in partially smooth water conditions which can be within ports, bays and harbours, and sheltered coastal areas.

The environment must feature the following:

- for two assessments:
    - moderate winds between 11 to 16 knots (Beaufort Scale) and small breaking white capping waves up to 1.25 metres
- for two assessments:
    - fresh winds between 17 to 21 knots (Beaufort Scale) and long moderate sized white capping waves between 1.25 and 2.5 metres.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- an activity support vessel suitable for the area of operation carrying equipment necessary to rescue a sailor and sailing craft, and this must be underway during the sailing activity while sailing craft are afloat.

Assessment must ensure use of:

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- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- small sailing boats of any design under 8.5 metres length of deck, suitable for use in smooth water and light to moderate wind conditions
- sails, rigging and rigging tools suited to the type of craft
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for sailing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sailing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSAI006 Lead sailing activities in open coastal waters and moderate wind conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during small boat sailing activities in open coastal waters according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct small boat sailing techniques applicable to open coastal waters and moderate wind conditions. To do this, leaders must be proficient in small boat sailing skills which are covered by other units.

Leaders can provide instruction when on board the small boat with participants or from a remote support craft. This unit is applicable to both circumstances.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of small boats. All training and assessment activities must comply with the local state or territory requirements. No occupational licensing or certification requirements apply to this unit at the time of publication.

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Pre-requisite Unit

Nil

Competency Field

Sailing Small Boats

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate small boat sailing techniques applicable to open coastal waters and moderate wind conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control

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	equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise small boat sailing activities in open coastal waters.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during small boat sailing activities in open coastal waters.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSAI006 Lead sailing activities in open coastal waters and moderate wind conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead four small boat sailing sessions for a group of participants according to predetermined activity plans
- across the four sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for sailing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to small boat sailing activities in open coastal waters:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - techniques used to instruct sailing participants:
    - when on board the small boat with participants
    - when on a remote support craft.

Assessment Conditions

Skills must be demonstrated in open coastal waters.

The environment must feature the following:

- water which features small white capping waves up to 1.25 metres
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- an activity support vessel suitable for the area of operation carrying equipment necessary to rescue a sailor and sailing craft, and this must be underway during the sailing activity while sailing craft are afloat.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations

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  - equipment faults
- clothing suitable for the conditions
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- small sailing boats of any design under 8.5 metres length of deck, suitable for use in smooth water and light to moderate wind conditions
- sails, rigging and rigging tools suited to the type of craft
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for sailing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a sailing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and complete recreational SCUBA dives to a maximum depth of 18 metres and to respond to problematic and emergency situations involving self and dive buddy. It also requires the ability to assemble and dissemble equipment and to complete basic maintenance at the water's edge.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants in SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

In order to procure air, equipment, and other services to engage in recreational open water diving without supervision, divers must hold certification (C-Card) issued by an industry authorised organisation. That industry certification may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit. C-Card certification would be required to gain employment as a divemaster or instructor.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated C-Card certification.

Pre-requisite Unit

Nil

Competency Field

SCUBA Diving

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan dives.	1.1. Determine site, depth and duration of dives. 1.2. Identify hazards and medical problems and assess risks associated with use of equipment, site, depth and duration of dives. 1.3. Prepare dive plans for single and repetitive dives according to industry technical and safety criteria. 1.4. Calculate no decompression limits and maximum operating depth. 1.5. Use dive computer or dive tables, as required, to plan requirements.
2. Prepare for the dive.	2.1. Select and assemble dive equipment suited to conditions and dive requirements, and check for safe working condition. 2.2. Utilise dive computers or dive tables, as required, to finalise details of dive, according to industry technical and safety criteria. 2.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 2.4. Confirm protocols for communications between divers buddy and activity leaders. 2.5. Fit and adjust equipment and exposure suit to self, in conjunction with buddy, to ensure comfort and safety. 2.6. Complete buddy cross checks for all equipment. 2.7. Participate in pre-dive roll call.
3. Complete dives.	3.1. Utilise techniques to enter and exit the water according to conditions and own ability. 3.2. Execute controlled descents and ascents with buddy and equalise at appropriate times. 3.3. Adjust and maintain positive, neutral and negative buoyancy at appropriate times during dive. 3.4. Control underwater swimming and navigate a basic course. 3.5. Monitor depth and time throughout dive, according to

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	planned dive tables or use of dive computer data. 3.6. Monitor air supply, check pressure gauges regularly and communicate supplies with buddy. 3.7. Use techniques that minimise damage to the diving environment throughout all activities. 3.8. Participate in post-dive roll call and ensure dive log is completed. 3.9. Disassemble SCUBA gear on completion of dive.
4. Maintain safety and complete rescues.	4.1. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 4.2. Maintain buddy contact, cooperation and communication throughout dive. 4.3. Identify problematic or emergency situations promptly, and assist buddy with rescues. 4.4. Self-rescue from problematic or emergency situations. 4.5. Use an alternate air source and make controlled air sharing ascents.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known with diving buddy and support crew.
Numeracy skills to:	• interpret and calculate numerical data involving pressures, percentages and depths.
Teamwork skills to:	• work in harmony with a buddy diver to plan and complete safe dives.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and complete four open water dives each for different parameters
- prior to each dive, and at the water's edge:
  - assemble own diving equipment
  - inspect all equipment for safety and serviceability
  - fit and adjust equipment to self, including appropriate weights, in conjunction with buddy
  - complete a BWRAF (buoyancy, weights, releases, air, final) check in conjunction with buddy
- during each dive, use effective techniques to control:
  - entry and exit
  - descent and ascent
  - underwater swimming
  - buoyancy both underwater and at the surface
  - mouthpiece clearing for both snorkel and regulator
  - exchanges between regulator and snorkel, in-water at the surface
  - swimming at the surface using snorkel; fully geared
  - buddy contact, cooperation and communication, using correct signals for communication
  - navigation of a basic course with an underwater compass
- across all dives, collectively participate in simulations to respond to problematic and emergency situations and:
  - clear partially and fully flooded masks
  - remove and replace mask underwater
  - remove and replace SCUBA system in-water at the surface
  - remove and replace weight system and SCUBA kit in water too deep in which to stand
  - use an alternate air source to provide air to and receive air from a diver, and make controlled air sharing ascents
  - provide buddy assistance for two situations
- after each dive, disassemble SCUBA gear.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for diving activities
- factors to consider when planning a dive:
  - dive location
  - objectives
  - abilities of self and buddy
  - depth and duration of dive
  - contingencies
- features of diving environments, particularly those relevant to local conditions, sufficient to understand the impacts on diving activities and locations:
  - water conditions:
    - temperature and thermocline
    - visibility
    - movements, currents, waves, tides
    - density of fresh and salt water
  - topography; bottom and shoreline
  - aquatic life; animals and plants
  - weather conditions
  - hazards and techniques used to safely negotiate these:
    - surface hazards
    - overhead obstructions
    - entanglement and entrapment in natural and constructed features
  - special environmental features, including any cultural and heritage features, minimal impact techniques specific to diving environments, and why these are important to conservation
  - any local regulations specific to diving
- how to use dive computers to
  - determine no-decompression limits for single and repetitive dives
  - properly plan and execute a dive
- features, function and operation of dive computers, and advantages of dive computers over dive tables when planning and completing dives
- the physics of diving; the physical principles of matter and their application to diving activities and hazards:
  - sound
  - light
  - buoyancy
  - pressure and gas laws
  - temperature

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- for the following medical problems related to diving, the causes, prevention, symptoms, first aid and treatment:
  - direct effects of pressure during descent, types of squeezes and barotrauma:
    - mask
    - suit
    - ears
    - sinuses
    - lungs
    - teeth
  - direct effects of pressure during ascent:
    - gas expansion – ears, sinuses, lungs, stomach, intestines and teeth
    - lung over pressurization and overexpansion injuries
    - vertigo
  - indirect physiological effects of pressure:
    - decompression illness
    - nitrogen narcosis
    - carbon dioxide excess and relationship to overexertion
    - oxygen toxicity
    - shallow water blackout and relationship to hyperventilation
    - issues related to contaminated air
  - other physiological and psychological problems:
    - drowning and secondary drowning
    - carotid sinus reflex
    - inadequate ventilation (hypoventilation)
    - atmospheric issues – hypothermia, hyperthermia, sunburn
    - bite and sting injuries from aquatic animals and plants
    - issues related to use of medication, drugs and alcohol
    - fatigue and exhaustion
    - stress and panic
    - over confidence
- for the following diving equipment, identifying features, functions, operation and, where relevant, how to fit and adjust for comfort and safety:
  - fins
  - face masks
  - snorkels
  - buoyancy control devices
  - exposure suits, booties and gloves of different grades suited to different conditions
  - weight ballast systems
  - cylinders and valves, cylinder support systems
  - regulators

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  - submersible pressure gauges
  - alternative air sources of different types
  - timing devices
  - depth gauges
  - underwater compasses
  - floats and flags
  - lights
  - emergency equipment carried by dive operators:
    - signalling devices, acoustical and visual
    - first aid kits
    - oxygen kits
- for all of the above equipment, how to inspect for safety and serviceability
- the purpose and importance of pre and post-dive roll calls
- inclusions of personal diving log books and the importance of completing after each dive
- communication protocols used between divers, buddies and activity leaders:
  - hand signals
  - noise signals such as rapping on cylinder
  - use of slates
  - use of signalling devices, acoustical and visual
- dive buddy systems and procedures used to:
  - cross check gear
  - maintain contact and cooperation
  - maintain common safety
- techniques used to:
  - enter and exit the water
  - descend and ascend using safety stops
  - swim underwater and at the surface in diving gear
  - maintain buoyancy both underwater and at the surface
  - use an alternate air source to provide air to and receive air from a diver, and make controlled air sharing ascents
  - rescue self and buddy from problematic and emergency situations.

Assessment Conditions

Skills must be demonstrated in an open water site during daylight hours. Dives can be completed from either a boat or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction

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- the first two of the four required open water dives must include at least 20 minutes at a depth between 5 and 12 metres
- the last two of the four required open water dives must include at least 20 minutes at a depth between 5 to 18 metres
- no more than three dives can be completed in any one day
- the following resources must be available to replicate industry conditions of operation and also for the purpose of assessing the candidate's ability to identify features and operational use:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response
  - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- underwater compasses
- signalling devices, acoustical and visual
- dive computers
- organisational safety and emergency response procedures for diving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess open water diving skills and to authorise the issuance of C-Card certification.

Links

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SISOSCB002 SCUBA dive from boats

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and complete SCUBA dives using techniques that are specific to diving from boats.

The unit only covers the skills and knowledge directly related to diving from boats and not those required to operate or navigate the boat.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants during SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for boat dives.	1.1. Waterproof and pack food, clothing, personal and other resources according to access requirements during activity. 1.2. Stow and secure personal resources and equipment to ensure safety of party members and crew. 1.3. Confirm boating safety and emergency response procedures and location of emergency equipment. 1.4. Confirm protocols for communications between divers, buddy and crew, and use correct boat terminology throughout all activities. 1.5. Fit and adjust SCUBA equipment and exposure suit to self in appropriate location in readiness for dive, accounting for space restrictions. 1.6. Participate in pre-dive roll call.
2. Complete boat dives.	2.1. Enter and exit water from designated area. 2.2. Safely approach, and negotiate obstacles and hazards to minimise risk of injury when entering and exiting the water. 2.3. Utilise techniques to enter and exit the water according to boat type, sea conditions and own ability. 2.4. Signal buddy and boat crew and check security of equipment before descent and when re-entering boat. 2.5. Utilise boat lines to assist with equipment, descent, ascent and access to boat. 2.6. Re-enter boat and stow and secure personal resources and equipment for return journey. 2.7. Participate in post-dive roll call.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known

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	• use boat terminology and jargon with the crew and other divers for clear on board communications.
Teamwork skills to:	• work in harmony with crew, buddy diver and other divers to safely enter the water from boats exit the water to boats.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB002 SCUBA dive from boats

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete two group open water dives from a boat
- during each dive:
  - consistently follow safety procedures and safely negotiate hazards when on board and when entering and exiting the water
  - consistently use boat terminology to communicate with crew and other divers
  - plan for, suit and gear up at appropriate times and locations to account for the type of boat utilised
  - select and utilise technique to enter and exit the water appropriate to the type of boat using one of the following entry techniques:
    - giant stride
    - controlled seated entry
    - sitting back roll
  - utilise, under control, lines in place for intended purpose during entry, exit, descent and ascent and in conjunction with buddy and boat crew
- participate in one simulation as part of a group to access and stand ready to utilise emergency equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational boating safety and emergency response procedures for SCUBA activities
- general safety requirements to maintain safety of self and others when:
  - boarding boats
  - boats are leaving and returning to the dock
  - boats are mooring in open waters
- specific to the local state or territory:
  - categories of waterways and limits in which dive boat operations generally take place
  - safety equipment required within the limits, location on boat, features and operation at a basic level of understanding with emphasis on:

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    - types and sizes of dive flags displayed on boats
    - types of personal lifejackets
    - first aid kit
    - fire extinguishers
    - bilge pumps or bailers
    - sound signal devices
    - visual distress signal devices
    - marine radios
    - emergency position indicating radio beacon (EPIRD)
- techniques and equipment used to:
    - waterproof clothing, food and resources
    - pack for ease of access and maximum usage of space
    - stow and secure for safety
- meaning of boating terms and location of different parts of the boat
- designated entry and exit areas for the dive
- different locations and procedures for suiting up and fitting SCUBA equipment when diving from boats
- communication protocols used between divers and crew members when entering the water from boats exiting the water to boats
- the purpose and importance of pre and post-dive roll calls
- typical hazards associated with entering the water from boats and exiting the water to boats, and techniques used to safely negotiate these:
    - equipment on deck
    - movement of boat and water
    - ladders
    - duckboards
    - multiple divers taking turns to enter and exit the water
- techniques used to enter the water from boats and how type of boat affects selection:
    - giant stride
    - controlled seated entry
    - sitting back roll
- features and functions of different lines used for boat diving and how to use these:
    - gear lines
    - tag lines
    - current lines
    - trip lines
    - descent lines
- procedures and techniques for:
    - moving away from the boat after entry and appropriate direction of travel
    - descending and ascending near boats

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  - exiting the water into boats
- the primary medical hazard of sea sickness associated with boat diving:
  - prevention
  - treatment
  - actions to take on boat when sick
  - guidelines to follow for diving when sick.

Assessment Conditions

Skills must be demonstrated in an open water site from a boat.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- the following resources must be available to replicate industry conditions of operation:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response.

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- a boat of any design suitable for dive operations fitted with safety equipment and dive flags that meet local maritime regulator requirements for the dive location and size of boat
- lines used to assist divers entering and exiting the water from boats
- organisational boating safety and emergency response procedures for SCUBA activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess boat diving.

Links

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SISOSCB003 SCUBA dive at night

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and complete SCUBA dives using techniques and equipment that are specific to diving at night.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants in SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Select site and prepare for night dives.	1.1. Select suitable night dive site according to previous daytime diving experience of self or other party members. 1.2. Determine optimum conditions for night dive site and select appropriate time. 1.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.4. Confirm protocols for communications between divers, buddy and crew.
2. Select and prepare night diving equipment.	2.1. Select exposure suit and accessories suitable for night dive conditions, and check for safe working condition. 2.2. Select personal diver lights according to need, complete safety and serviceability checks and attach back-ups to equipment. 2.3. Select and secure diver marker lights to self to assist identification above and below water. 2.4. Select and secure marker lights to boats, buoys and lines, as appropriate to type of dive, to assist exit from water. 2.5. Utilise other lights appropriate for conditions and ensure security.
3. Complete night dives.	3.1. Enter and exit water utilising lighting equipment and lit reference points to orientate position. 3.2. Maintain contact with buddy and use lit reference lines, as available, for descents and ascents to orientate position. 3.3. Utilise personal diver lights to illuminate path of travel, and highlight points of interest. 3.4. Maintain communication and close visual contact with buddy using lights. 3.5. Ensure use of lights does not adversely affect buddy, other divers, support crew or marine animals. 3.6. Use lighting equipment to safely approach and negotiate obstacles and hazards throughout all diving activities. 3.7. Use compass navigation techniques to avoid disorientation. 3.8. Utilise lights to identify underwater features to fix position and maintain direction and course.
4. Respond to problems.	4.1. Change to back up light in cases of primary light failure or flooding, and resurface. 4.2. Orientate body position through use of air bubble travel when reference points are lost. 4.3. Surface if necessary to verify location and reset direction of travel utilising reference lights.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Teamwork skills to:	• work in harmony with support crew, buddy diver and other divers to safely complete night dives.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB003 SCUBA dive at night

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three night dives
- during each dive consistently:
  - follow safety procedures and safely negotiate hazards utilising lights
  - communicate effectively with buddy, other divers and support crew using a combination of these night dive specific communication methods:
    - hand signals
    - light signals
    - use of slates
    - whistles
  - use effective techniques, personal diver lights and lit reference points to maintain orientation throughout diving activities
- participate in one simulation to respond to a personal diver light failure.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for night dive activities
- reasons for selecting known sites for night diving activities
- optimum conditions for night dives and conditions that make diving at night unsuitable
- communication protocols, particular to night dives, used between divers, buddies and crew members:
  - hand signals
  - light signals
  - use of slates
  - whistles
- exposure suits, gloves and booties suitable for night dive activities and reasons for wearing regardless of water temperature:
  - greater chance of exposure to scrapes and marine animal stings
  - prevention of pre and post-dive hypothermia in cooler ambient air temperatures at night

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- features and operation of buoyancy control devices with low-pressure inflators and reasons for use during night dives
- features, functions and operation of diver lights, advantages and disadvantages of different types:
  - primary lights, narrow and wide beam
  - back up lights
  - reflectors
  - bulbs of different types, light output, power usage and bulb life ratings
  - disposable and rechargeable batteries
- features and functions of individual diver marker lights, where and how to attach to self
- features and functions of marker lights used by divers to identify position of boats, buoys, descent and ascent lines
- features and functions of other types of lights utilised for night diving, where to place and how to attach:
  - strobe lights
  - surface support lights
- techniques specific to night dives:
  - entering, exiting, descending and ascending the water from the shore using sloping bottom and diver lights for orientation
  - entering and exiting the water from boats using lit reference points for orientation
  - descending and ascending using personal diver lights and lit lines for orientation
  - using personal diver lights at appropriate angles and heights to:
    - illuminate path of travel and to identify natural features for navigation
    - avoid adverse effects on buddy, other divers, support crew and marine animals
  - managing stress and disorientation
  - negotiating marine animals attracted to lights.

Assessment Conditions

Skills must be demonstrated in an open water site between sunset and sunrise. Dives can be completed from either a boat or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- the following resources must be available to replicate industry conditions of operation:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response
  - diver flags of a type and size that meet local maritime regulator requirements.

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Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low-pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits, gloves and booties suitable for conditions
- timing devices (luminous or electrically lit)
- depth gauges (luminous or electrically lit)
- underwater compasses (luminous or electrically lit)
- surface lighting systems - lights, strobes or beacons to mark entry and exit location
- strobe or marker lights to mark descent and ascent line location (for boat dives)
- dive lights and back up lights for individual divers
- marker lights to mark and identify individual divers.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess night diving.

Links

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SISOSCB004 Navigate prescribed routes underwater

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to utilise a range of techniques to navigate underwater during any type of SCUBA diving activity.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants in SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for underwater	1.1. Interpret any available waterway charts and publications,

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navigation.	appropriate for the dive site. 1.2. Complete surface observations to assist with navigation throughout the dive. 1.3. Select navigation equipment, set compass bearing and determine navigation roles with dive buddy. 1.4. Descend facing toward direction of initial underwater travel to orientate position.
2. Navigate underwater.	2.1. Use compass and other instruments to track and maintain underwater direction and course. 2.2. Follow underwater patterns of travel to maintain course. 2.3. Utilise underwater features to fix position and maintain direction and course. 2.4. Utilise techniques to measure distance travelled to fix position and maintain course. 2.5. Surface if necessary to verify location and reset direction of travel. 2.6. Log dive site locations for future dives.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and potentially unfamiliar information on nautical charts and publications.
Writing skills to:	• log basic factual data using fundamental sentence structure and navigational jargon.
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known with diving buddy.
Numeracy skills to:	• interpret and calculate numerical data involving, distances, times and speeds, basic multiplication and division.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOSCB004 Navigate prescribed routes underwater

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- navigate during three SCUBA dives
- before each dive, complete surface observations to assist with underwater navigation using two aids chosen from the following list:
  - wind, current and tidal movement
  - angle of the sun and direction of travel across the sky in relation to planned underwater movement
  - position of natural offshore landmarks or constructed features
  - use of waterway charts or depth finders on boats to identify underwater topography
- across the three dives, collectively use these techniques to navigate:
  - use of compass, course plotters and heading calculators
  - use of two natural underwater features
  - use of two patterns for underwater navigation
  - use of distance travelled by:
    - measuring kick cycles
    - determining time elapsed using a timing device
  - surfacing on one occasion to verify location on map
- log two dive site locations for future dives:
  - one using compass bearings as a reference
  - one using permanent landmarks as a reference.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- trusted sources of waterway charts and tide tables for the region or locality
- different technologies used to access charts and tide tables
- information found on waterway charts relevant to dive navigation:
  - depth
  - underwater topography

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    - topographic features of surrounding land
    - buoyage
    - constructed features – bridges, piers, wrecks
- pre-dive observations that can be made to assist with navigating when diving:
    - wind, current and tidal movement
    - angle of the sun and direction of travel across the sky in relation to planned underwater movement
    - position of natural offshore landmarks and constructed features – rocks, reefs, sand bars, kelp beds, piers, navigation buoyage, wrecks
    - use of waterway charts and depth finders on boats to identify underwater topography
- navigation roles that can be shared between buddy divers
- common patterns for underwater navigation, advantages and disadvantages of each:
    - out and back along a straight line
    - squares and rectangles
    - triangles
    - circles
- features functions and operation of underwater compasses
- correct position for holding an underwater compass to maintain an accurate heading
- how to set a compass for the following:
    - a heading
    - reciprocal course
    - square or rectangle pattern
    - triangle pattern
- techniques used to avoid errors when navigating with a compass underwater
- features and functions of course plotters and heading calculators used to navigate multi heading courses underwater and:
    - techniques used to track a multi heading course , return to start point and navigate from one point to another using a course plotter
    - techniques used to determine pattern headings using a heading calculator
- natural features and references commonly used by divers to fix position and navigate underwater:
    - light and shadows cast by the sun or moon
    - direction of currents and water surge
    - bottom composition and contours
    - position of plants and animals
- techniques used to estimate travelled distance underwater, advantages and disadvantages of each:
    - measuring kick cycles
    - determining lapsed time using a timing device
    - using cylinder pressure readings
    - measuring and counting arm spans

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  - using underwater lines and reels
- techniques used to fix and relocate an underwater site for future dives:
  - using permanent landmarks, sketching and logging
  - using and logging compass bearings
  - using a global positioning system (GPS) on the surface.

Assessment Conditions

Skills must be demonstrated in an open water site. Dives can be completed from either a boat or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- the following resources must be available to replicate industry conditions of operation:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response
  - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- slates
- underwater navigation equipment:
  - compasses
  - course plotters
  - heading calculators
  - underwater reels with lines for distance measurement
- waterway, wind, tide and current charts relevant to the dive site.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess underwater navigation.

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SISOSCB005 Complete underwater search and recovery dives

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use a systematic and methodical approach to finding and retrieving lost submerged objects up to 45 kilograms during or after recreational dives. This unit is not intended for use by commercial recovery divers.

It applies to dive leaders, usually known as divemasters or instructors who work independently in the field using discretion and judgement to manage problems when they arise.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Plan underwater search and recovery.	1.1. Identify size, weight and other characteristics of lost object. 1.2. Assess probable and possible location of lost object and define search area. 1.3. Identify and assess site characteristics and hazards that impact the search and recovery operation. 1.4. Determine suitable search methods and patterns according to situation. 1.5. Determine suitable recovery methods according to size, weight and depth of object to be recovered. 1.6. Select search and recovery equipment according to requirements. 1.7. Confirm diver roles and protocols for communications between buddy and crew through a pre-dive briefing.
2. Conduct search.	2.1. Use surface techniques and above water landmarks to assist in locating position of submerged objects before descent. 2.2. Establish boundaries of underwater search area, after descent, and mark starting point with appropriate equipment. 2.3. Follow underwater patterns of travel to locate lost objects. 2.4. Utilise search lines to assist navigating patterns of travel. 2.5. Communicate with buddy and others throughout search using appropriate signals. 2.6. Mark position of submerged objects for later retrieval if required.
3. Recover objects.	3.1. Retrieve small items by hand, stow in bag and secure for ascent. 3.2. Mark location of heavy objects with buoy and line, in case of sinking during retrieval. 3.3. Rig lift bag using appropriate knots or clips and check security. 3.4. Inflate lift bag gradually to achieve appropriate buoyancy of object, and free object from obstructions as required. 3.5. Swim to surface with lift bag or allow to rise independently, assuming safe position in relation to bag. 3.6. Secure lift bag at surface and retrieve from water. 3.7. Retrieve all markers on search and recovery conclusion.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

	DESCRIPTION
SKILLS	
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known with diving buddy and support crew.
Numeracy skills to:	• estimate angles for landmarks as navigation aids and for underwater swimming patterns • complete basic calculation of weights to select lift bags of appropriate ratings.
Teamwork skills to:	• pro-actively and cooperatively work within teams to determine location of lost objects, solve arising problems and effect efficient recoveries.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB005 Complete underwater search and recovery dives

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and complete four search and recovery dives
- across the four dives, collectively recover objects of these different weights:
  - small objects of minimum 1kg and maximum 5 kgs by hand without lift bags
  - objects of minimum 10kgs and maximum 45 kgs using lift bags
- across the four recovery dives, use one of the following compass search patterns:
  - U search
  - expanding square
- across the four recovery dives, use one of the following search patterns utilising search lines and reels:
  - circular
  - semi-circular
  - jackstay
- during each dive consistently:
  - safely negotiate hazards
  - communicate effectively with buddy diver using underwater signals.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- differences between commercial and recreational search and recovery divers, at a basic level of understanding
- roles and responsibilities of different recreational divers and support crew in search and recovery operations
- different types of search and recovery dives
  - searching for specific lost items
  - searching for non-specific items of interest and reasons for not retrieving items of cultural or heritage significance
  - recovering harmful debris

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- how site characteristics of recovery dives may differ from optimum recreational diving conditions and how the following affects search and recovery techniques:
  - bottom topography and composition
  - water movement – current, tides and surge
- hazards and risks associated with underwater search and recovery operations and techniques used to safely negotiate these:
  - sharp objects and debris
  - entanglement
  - low visibility
  - currents
  - falling objects
  - boating traffic
- steps in planning search and recovery dives and why these are important:
  - defining the dive objective
  - collecting and analysing all available information; environmental conditions and hazards, characteristics of any lost objects, equipment required
  - selecting diving mode, search and recovery techniques
  - selecting diving buddy and other team members
  - briefing
- techniques used on the surface to assist with location of submerged items:
  - tracking sinking items from the shore using landmarks as navigation aids
  - tracking sinking items from the water or on a boat using landmarks as navigation aids
  - taking compass bearings and using a slate for recording
- for the following underwater and shore based search patterns, suitability for different circumstances, effectiveness and limitations:
  - U search
  - expanding square
  - circular
  - semi-circular
  - jackstay
  - shore walk
  - snorkeller led
- for the above search patterns
  - how to mark starting points and searched areas
  - how to execute
  - how to use a compass in conjunction, as appropriate
  - how to secure and use search lines as appropriate
- communication protocols, specific to search and recovery operations:
  - underwater line (rope) signals used between buddy divers
  - underwater line signals used between divers and surface crew

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- features, functions and operation of search and recovery equipment:
  - underwater compasses
  - buoys and anchors
  - bottom markers
  - slates
  - underwater reels and search lines
- features, functions and operation of commercial lift bags:
  - advantages over home-made lift bags
  - weight ratings of different lift bags up to 45kgs
  - air sources for lift bags and techniques used to inflate both underwater and at the surface to achieve effective buoyancy
- when different knots are used with lift bags, advantages and disadvantages, and how to tie them:
  - bowline
  - sheet bend
  - two half-hitch
- dangers of using buoyancy control devices as lift bags
- safe position of divers in relation to lift bags throughout recovery operations.

Assessment Conditions

Skills must be demonstrated in an open water site. Dives can be completed from either boats or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- the following resources must be available to replicate industry conditions of operation:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response
  - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators

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- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits, gloves and booties suitable for conditions
- timing devices
- depth gauges
- underwater compasses and slates
- surface floats and markers
- anchors and bottom markers
- underwater reels with search lines
- commercial quality lift bags and rope
- objects weighing a minimum 1kg and maximum 45kgs, with at least some objects weighing 10kgs.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess underwater search and recovery skills.

Links

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SISOSCB006 Perform diver rescues

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to both lead, and complete diver rescues using a range of dive specific techniques. It requires the ability to fully assess the situation, determine a response and complete rescues using methods and equipment appropriate for the situation. It also covers the administration of in-water rescue breathing, and oxygen.

This unit does not require the provision of first aid, which is covered in other units, but does require the recognition and assessment of common diving related illnesses and injuries.

It applies to dive leaders, usually known as divemasters or instructors who work independently in the field using discretion and judgement to manage problems and emergencies when they arise.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine rescue requirements and prepare for rescue.	1.1. Identify divers in need of rescue and determine their condition. 1.2. Assess situation, identify hazards promptly, assess risks and manage to avoid injury to self and others. 1.3. Determine appropriate rescue methods and techniques for situation, according to degree of urgency and condition of divers in need of rescue. 1.4. Select rescue equipment according to requirements. 1.5. Assess abilities, establish a chain of command and allocate roles and responsibilities to others. 1.6. Provide clear and concise instructions and confirm rescue crew understanding of roles, communication protocols and rescue actions. 1.7. Implement rescue operations according to organisational policies and procedures for emergency response.
2. Rescue divers.	2.1. Use equipment and rescue techniques appropriate to situation. 2.2. Provide reassurance and clear and concise instructions to divers being rescued. 2.3. Rescue divers on surface, using techniques appropriate to situation. 2.4. Assist responsive divers to surface and to reach boat or shore. 2.5. Bring unresponsive divers to the surface, provide in-water rescue breathing, and tow to boat or shore. 2.6. Maintain safety of self, others and rescuees throughout rescue operations. 2.7. Evaluate and monitor condition of rescued divers and determine need for first aid, medical treatment or evacuation. 2.8. Utilise underwater search patterns to locate missing divers.
3. Use supplemental oxygen.	3.1. Assess diver casualty to identify need for supplemental oxygen. 3.2. Administer oxygen, as authorised by organisation and allowed under local law.
4. Debrief and complete	4.1. Participate in incident management debrief and identify

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reports.	future response improvements. 4.2. Complete required incident reports according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for emergency response.
Writing skills to:	• record detailed and accurate factual information about rescue responses.
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Teamwork skills to:	• pro-actively and cooperatively direct and work within teams to coordinate rescue logistics, solve arising problems and effect efficient rescues.
Self-management skills to:	• critically analyse all circumstances and implications to coordinate a considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB006 Perform diver rescues

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and complete a range of simulated rescue operations:

- collectively cover responses to all of the following diver issues:
  - panicked diver at the surface and underwater
  - over exerted diver at the surface and underwater
  - vertigo
  - cramping
- complete two surface non-swimming assisted rescues and collectively use reach and extension techniques
- complete two surface swimming assisted rescues while consistently entering the water without losing sight of the diver in need and:
  - establish diver's buoyancy
  - execute rescues with and without floatation devices
  - execute towing with and without equipment removal
  - use two towing techniques
- complete two underwater rescues while consistently maintaining buoyancy of self and rescued diver both underwater and at the surface:
  - use an alternate air source to provide air to a diver, and make a controlled air sharing ascent
  - bring an unresponsive diver to the surface
- provide one surface in-water rescue, using two of the following breathing techniques while consistently controlling an open airway:
  - mouth-to-pocket mask
  - mouth-to-mouth
  - mouth-to-nose
- assist divers to exit the water as follows:
  - one responsive diver without assistance
  - one responsive diver with assistance from team members
  - one unresponsive diver without assistance
  - one unresponsive diver with assistance from team members
- for at least one simulated rescue bring together multiple elements of rescue operations to include:
  - bringing an unresponsive diver to the surface

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    - establishing buoyancy both underwater and at the surface
    - providing on surface in-water rescue breathing
    - towing diver
    - assisting diver to exit the water
- set up oxygen equipment on one occasion
- administer oxygen using a pocket mask on one occasion (where not prohibited by local legal requirements)
- complete one underwater search for missing divers using a search pattern to be chosen from the following list:
    - linear
    - circular
    - U pattern
    - jack stay
    - expanding square
- for each rescue operation:
    - consistently negotiate hazards safely and effectively
    - establish a chain of command, allocate and communicate roles and responsibilities to team members and participants to effectively complete rescues
    - participate in a debrief and complete an incident report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for emergency response
- principles of a chain of command as relevant to dive rescue operations
- roles and responsibilities that can be allocated to team members and participants to effectively complete a diver rescue
- communication protocols for dive rescue operations:
    - hand signals
    - calls
    - whistles
- diver issues that can occur during SCUBA diving activities:
    - panicked diver
    - over exerted diver
    - drowning
    - vertigo
    - cramping
    - temperature related problems including hypothermia and hyperthermia
    - pressure related injuries including decompression sickness, arterial gas embolism and other lung overexpansion injuries

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  - stings or bites from marine animals
  - diver low or out of air
  - equipment related problems including over weighting
  - missing diver
- for the above issues:
  - signs that indicate need for rescue and or first aid
  - how they affect choice of rescue techniques
  - appropriate actions and communications with the rescued diver
  - risks related to the rescue diver
  - first aid treatments for those that relate to illness or injury
- for surface non-swimming assisted rescues, features, functions and techniques used with rescue equipment:
  - reach equipment
  - throw bags, lifebuoys and slings
  - throw ropes
- for surface swimming assisted rescues, techniques for:
  - entering water without losing sight of diver in need
  - using floatation equipment
  - removing equipment from rescued diver and considerations for doing this
  - towing with and without equipment removed
- for underwater rescues, techniques used for:
  - establishing and maintaining buoyancy of rescued diver, both underwater and at the surface
  - using an alternate air source to provide air to a diver, and making controlled air sharing ascents
  - assisting responsive divers to the surface
  - bringing unresponsive divers to the surface while controlling buoyancy
- techniques for providing in-water rescue breathing:
  - removing equipment
  - opening the airway
  - mouth-to-pocket mask
  - mouth-to-mouth
  - mouth-to-nose
- techniques for:
  - assisting responsive divers to exit the water, with and without assistance from team members
  - exiting unresponsive divers from the water, with and without assistance from team members
- for oxygen administration:
  - situations that require the use of oxygen and benefits to divers
  - features, functions and operation of oxygen delivery systems, pocket masks

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    - appropriate flow rates
    - hazards associated with the administration of oxygen and methods used to manage these
    - team members that are authorised to administer oxygen and any legal requirements applicable in the local state or territory
- options that are available post rescue, when these might be used and how to contact authorities to assist:
    - assisted treatment via remote communications
    - emergency evacuation and medical treatment
    - hyperbaric chamber
- underwater search patterns used to locate lost divers, advantages and disadvantages of each:
    - linear
    - circular
    - U pattern
    - jack stay
    - expanding square
- format, inclusions and use of incident reports.

Assessment Conditions

Skills must be demonstrated in an open water site during daylight hours. Dives can be completed from either a boat or from the shore.

Assessments, for rescues, can only be completed through simulated activities. Simulations must incorporate time critical requirements.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- surfacing an unresponsive diver can only be completed at a maximum depth of 9 metres
- the following resources must be available to replicate industry conditions of operation:
    - first aid equipment
    - communication equipment for emergency response
    - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues
- fins

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- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- underwater compasses
- rescue equipment:
  - reach equipment
  - throw bags, lifebuoys or slings
  - throw ropes
- oxygen equipment:
  - oxygen delivery systems
  - pocket masks or other barrier devices
- template incident reports
- organisational policies and procedures for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess diver rescues.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSCB007 Inspect and fill SCUBA cylinders

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required visually inspect and fill SCUBA cylinders.

SCUBA cylinders are required to undergo cyclic inspection and can only be certified by a certified gas cylinder test station. This unit does not cover those specialist skills.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors and support staff.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Visually inspect, SCUBA cylinders.	1.1. Visually inspect cylinders prior to filling, according to organisational safety procedures and manufacturers' specifications. 1.2. Identify any non-compliant cylinders, tag and isolate from use according to organisational procedures 1.3. Remove cylinder boot and mesh, visually inspect exterior of cylinders for dents, gouges and corrosion.
2. Fill SCUBA cylinders.	2.1. Operate high pressure compressor according organisational safety procedures and manufacturers' specifications. 2.2. Fill cylinders with air to correct capacity and pressure. 2.3. Refit valve and clean and dry areas. 2.4. Complete leak testing and documentation according to organisational requirements. 2.5. Handle, store and restrain cylinders according to organisational safety procedures. 2.6. Test organisation’s air purity regularly to ensure it meets standards.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	**DESCRIPTION**
Reading skills to:	• interpret complex and sometimes unfamiliar documents which can include organisational work health and safety procedures and templates, and manufacturers’ specifications.
Writing skills to:	• use fundamental sentence structure to complete fault tags and forms that require factual information.
Numeracy skills to:	• interpret, calculate and document numerical data involving pressures and percentages.
Planning and organising skills to:	• manage own timing and productivity to complete inspections and fills within organisational service times.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB007 Inspect and fill SCUBA cylinders

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- visually inspect, verify condition and certification, and fill four SCUBA cylinders
- complete all required documentation for the four inspections and fills
- utilise options provided in Assessment Conditions to identify two non-compliant or faulty cylinders and complete required documentation
- test the purity of organisation's air supply on two occasions and complete required documentation
- during all activities, consistently comply with organisational safety procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety procedures for inspecting and filling SCUBA cylinders
- provisions and requirements of the following Australian or international Standards that relate to inspecting and filling SCUBA cylinders:
  - Gas Cylinders
  - Filling of Portable Gas Cylinders
- issues that are checked prior to filling SCUBA cylinders:
  - currency of testing certification
  - condition of cylinder via visual inspection including exterior damage, corrosion and rust; deterioration of exterior paint
- features, functions and operation of equipment used to fill SCUBA cylinders:
  - air compressors and gauges
  - air storage banks
- manufacturers' specifications for use of equipment
- required pressures for SCUBA cylinders of different types and capacities
- procedures for testing purity of organisation's air supply
- inclusions of organisational inspection documents.

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Assessment Conditions

Skills must be demonstrated in a certified gas cylinder test station.

Assessment must ensure use of:

- SCUBA cylinders in different conditions, including those in poor condition
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to non-compliant or faulty cylinders
- air compressors and gauges
- air storage banks
- the current Australian or international Standards for:
  - Gas Cylinders
  - Filling of Portable Gas Cylinders
- cylinder tags
- template equipment fault reports
- organisational safety procedures for inspecting and filling SCUBA cylinders.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISOSCB008 SCUBA dive using Enriched Air Nitrox

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and complete recreational SCUBA dives using Enriched Air Nitrox (EANx). It also requires the ability to assemble and dissemble equipment and to complete basic maintenance at the water's edge.

EANx diving can be completed using dives tables but contemporary diving is usually completed using computerised equipment, and this is a requirement for this unit.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants in SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

In order to procure gas mixes, enriched air equipment, and other services to engage in recreational Enriched Air Nitrox diving without supervision, divers must hold certification (C-Card) issued by an industry authorised organisation. That industry certification may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit. C-Card certification would be required to gain employment as a divemaster or instructor.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated C-Card certification.

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

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Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan EANx dives.	1.1. Determine site, depth and duration of dives. 1.2. Identify hazards and assess risks associated with use of EANx equipment, blend, site, depth and duration of dives. 1.3. Prepare EANx dive plans according to industry technical and safety criteria. 1.4. Use dive computer or dive tables, as required, to plan requirements. 1.5. Select and order EANx blend to meet dive requirements.
2. Analyse blend, select and assemble equipment.	2.1. Analyse supplied EANx blend using equipment according to manufacturers' calibration and analysis recommendations. 2.2. Complete all required pre-dive analysis logs. 2.3. Select and assemble dive equipment suitable for use with EANx gas blend. 2.4. Utilise EANx compatible dive computers to finalise details of dive, according to industry technical and safety criteria.
3. Dive using EANx.	3.1. Complete EANx dive according to dive plan and EANx industry technical and safety criteria. 3.2. Monitor depth and time throughout dive, according to dive plan using dive computer data. 3.3. Take remedial action to avoid hazards.
4. Disassemble and maintain equipment.	4.1. Maintain positive pressure in cylinder to avoid entry of atmospheric air. 4.2. Disassemble regulators and gauges according to industry technical and safety criteria. 4.3. Complete basic post dive maintenance of equipment compatible with elevated oxygen mix according to

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industry technical and safety criteria.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate complex and changeable numerical data involving pressures, percentages and depths.
Teamwork skills to:	• work in harmony with a buddy diver to complete safe dives.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSCB008 SCUBA dive using Enriched Air Nitrox

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and complete two EANx SCUBA dives, each for different parameters
- prior to each dive:
  - select a supplier and order a blend of EANx suitable for dive requirements
  - analyse and confirm blend requirements and complete required log documents
  - safely and accurately assemble all equipment in line with the particular requirements of EANx use
- during each dive, use effective techniques to control:
  - entry and exit
  - buoyancy
  - underwater swimming
  - ascent and descent
  - buddy management
- after each dive, disassemble equipment and complete basic maintenance tasks, at water's edge, in line with elevated oxygen mix effects on equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- compositions and recreational uses of:
  - standard air
  - Enriched Air Nitrox (EANx) within the range of 22% to 40% oxygen
  - EANx above 40% oxygen at a fundamental level of understanding
- different terminology and abbreviations used to described enriched air and composition, e.g. Enriched Air Nitrox, EANx22, Enriched Air 22, Enriched Air Nitrox 22, Nitrox 22
- primary benefits of using EANx, commonly used blends and benefits of different blends
- how use of EANx of different composition affects, or has no particular effect on:
  - no stop limits (no decompression limits)
  - decompression illness (DCI)
  - narcosis

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- the primary medical hazard of central nervous system oxygen toxicity (CNS toxicity) associated with use of EANx when diving:
  - causes
  - prevention
  - signs and symptoms
  - first aid treatments
- for Enriched Air Nitrox (EANx) cylinders:
  - why cylinders are dedicated for use with EANx, and hazards associated with mixing use of dedicated and standard compressed air cylinders
  - identifying features and their purpose including:
    - colours, colour bands, wording
    - visual inspection stickers (decals)
    - oxygen service standard stickers (decals)
    - contents stickers or tags
    - any unique markings required by local regulations
- for obtaining EANx and equipment:
  - quality standards that apply to provision of EANx
  - quality standards that apply to servicing cylinders
  - how to choose a quality provider for renting, filling, and servicing cylinders and other equipment to avoid risks to divers
- special usage, maintenance, service considerations and manufacturer's recommendations that can apply to the use of EANx with other equipment:
  - regulators
  - buoyancy control devices (BCD)
  - submersible pressure gauges (SPG)
- primary equipment related hazards associated with use of EANx and precautions taken to avoid risks:
  - fire and combustion when filling and analysing content of mixed gases
  - deterioration of equipment when exposed to high levels of oxygen
- processes to personally analyse and log the EANx blend in filled cylinders before use:
  - how to calibrate an oxygen analyser between uses using manufacturer's recommendations
  - how to use an oxygen analyser to determine the oxygen content using manufacturers' recommendations
  - how to complete logs
- how to use dive computers for use with EANx to:
  - determine no-decompression limits for single and repetitive dives
  - properly plan and execute a dive
  - determine PO2 and how to establish equivalent air depth mix
  - determine maximum operating depth (MOD)
- the advantages of dive computers over dive tables when planning and completing dives.

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Assessment Conditions

Skills must be demonstrated in an open water site suitable for EANx diving. Dives can be completed from either boats or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- the following resources must be available to replicate industry conditions of operation:
  - first aid equipment
  - oxygen equipment
  - communication equipment for emergency response
  - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- clearly marked and designated Enriched Air Nitrox cylinders and valves, including stickers and tags which comply with local regulations
- buoyancy control devices with low-pressure inflators
- regulators suitable for use with enriched air
- submersible pressure gauges
- alternate air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- oxygen analysers
- dive computers compatible for use with EANx defined as a dive computers that calculate adjusted no stop (no decompression limits) and oxygen exposure for differing blends of enriched air
- Enriched Air fill log pages.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess enriched air nitrox SCUBA diving and to authorise the issuance of enriched air certification (C-Card).

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SISOSCB009 SCUBA dive to depths between 18 and 40 metres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and complete deep recreational SCUBA dives to a maximum depth of 40 metres using equipment, diving and risk management techniques specific to deep diving.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants during SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

In order to procure air, equipment, and other services to engage in recreational open water diving without supervision, divers must hold certification (C-Card) issued by an industry authorised organisation. That industry certification may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit. C-Card certification would be required to gain employment as a divemaster or instructor.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated C-Card certification.

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Competency Field

SCUBA Diving

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for deep recreational dives.	1.1. Determine specific and realistic objectives for deep recreational dives, accounting for time limits at depth. 1.2. Determine site, depth and duration of dives suited to own and buddy abilities. 1.3. Identify specific site hazards and medical problems associated with diving at depths beyond 18 metres and assess risks. 1.4. Prepare dive plans for single and repetitive deep dives according to industry technical and safety criteria. 1.5. Calculate no-decompression limits. 1.6. Use dive computer or dive tables, as required, to plan requirements.
2. Complete deep dives.	2.1. Select and assemble dive equipment suitable for use at depths beyond 18 metres. 2.2. Execute controlled descents and ascents holding a reference line as a tactile guide. 2.3. Execute controlled free descents and ascents using a reference point as a visual only guide. 2.4. Adjust buoyancy to account for diminishing cylinder weight. 2.5. Utilise deep diving breathing techniques to conserve air, and regularly monitor air supply and pressure gauges. 2.6. Maintain close physical and visual contact with buddy throughout all diving activities and share data from gauges or computer. 2.7. Use depth gauge and timing device or dive computer to measure and control ascent rate. 2.8. Complete appropriate safety stops during ascents according to industry technical and safety criteria.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known with diving buddy.
Numeracy skills to:	• interpret and calculate numerical data involving pressures, percentages and depths.
Teamwork skills to:	• work in harmony with a buddy diver to complete safe dives.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSCB009 SCUBA dive to depths between 18 and 40 metres

Modification History

Not applicable.

Performance Evidence

.Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and complete four open water dives each for different parameters over 18 metres and up to 40 metres depth
- during each dive, use effective deep diving techniques to control:
  - ascent and descent
  - buoyancy
  - underwater swimming
  - breathing for air conservation
  - buddy contact, cooperation and communication
- across the four dives execute:
  - one descent and ascent using a reference line as a tactile guide
  - one free descent and ascent using a reference point as a visual only guide.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- definition of recreational deep dives and recommended diving limits within maximum definitions
- specific objectives that typically relate to deep dives and reasons for setting limited objectives in line with reduced time available underwater
- environmental hazards associated with diving beyond 18 meters and techniques used to safely negotiate these:
  - cold water
  - low light levels and visibility
- specific medical problems related to diving at depths beyond 18 metres, the causes, prevention, symptoms, first aid and treatment:
  - nitrogen narcosis
  - decompression sickness
  - increased levels of stress and panic due to environmental conditions
- how to use dive computers for deep diving to:

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    - determine no-decompression limits for single and repetitive dives
    - properly plan and execute a dive
    - manage ascents
- features, function and operation of dive computers, and advantages of dive computers over dive tables when planning and completing deep dives
- identifying features, functions and operation of equipment used for deep diving:
    - purpose made regulators
    - purpose made submersible pressure gauges
    - alternative air sources
    - heavy grade exposure suits, booties and gloves
    - lines from support stations fitted with back up air supply
    - extra weight ballast systems
    - dive lights
- descent and ascent techniques:
    - holding a reference line as a tactile guide
    - slowing and stopping using a reference line while hands are occupied
    - using a reference point as a visual only guide for free descents and ascents – walls and sloping bottoms
    - head up descents and why these are important
- special considerations and techniques whilst deep diving for:
    - maintaining buddy contact
    - adjusting and maintaining buoyancy
    - breathing
- optimum ascent rates and times for safety stops during ascent and how to calculate these for different depths.

Assessment Conditions

Skills must be demonstrated in an open water site during daylight hours. Dives can be completed from either boats or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- no more than three dives can be completed in any one day
- dives must include at least 15 minutes at a depth between 18 and 40 metres
- the following resources must be available to replicate industry conditions of operation:
    - first aid equipment
    - oxygen equipment
    - communication equipment for emergency response
    - diver flags of a type and size that meet local maritime regulator requirements

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- flag and surface float with weighted line for safety stops and back up air supply attached (support station).

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- dive computers
- lines for descents and ascents.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess deep diving skills.

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SISOSCB010 Lead SCUBA diving activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise or instruct dependent participants during SCUBA diving activities according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct SCUBA techniques. To do this, leaders must be proficient in SCUBA diving skills which are covered by other units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

It applies to dive leaders, usually known as divemasters, or instructors, who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

Divemasters and instructors must hold C-Card certification. They must also be certified and sanctioned by an industry authorised organisation to lead and supervise diving activities or to instruct others in diving skills and issue C-Card Certification. Industry certification for divemasters and instructors may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any delivery requirements and partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated divemaster and dive instructor certification.

Pre-requisite Unit

Nil

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Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Select and set up equipment and exposure suits to match participants and prevailing conditions; complete safety checks. 1.3. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 1.4. Direct and assist participants to fit and adjust equipment and exposure suits; check comfort and safety of fit. 1.5. Complete pre-dive roll call.
2. Brief participants and demonstrate SCUBA diving techniques	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise	3.1. Supervise activity according to designated role, adjusting

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SCUBA diving activities.	position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during SCUBA diving activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Complete post-dive roll call. 5.2. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.3. Notify relevant personnel of activity completion. 5.4. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.5. Document any equipment faults and incidents including injuries and near misses. 5.6. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSCB010 Lead SCUBA diving activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three SCUBA diving sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for SCUBA diving activities
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to SCUBA diving activities:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - the purpose and importance of pre and post-dive roll calls
  - how characteristics of participants affect the selection of equipment and exposure suits:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in an open water site where diving activities are completed from either a boat or from the shore.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment, including oxygen equipment
- communication equipment for emergency response
- rescue equipment
- diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges

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- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- dive computers
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for SCUBA diving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess diving skills and to authorise the issuance of C-Card certification.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSCB011 Lead specialised SCUBA diving activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise or instruct dependent participants during specialised or advanced SCUBA diving activities according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct specialised or advanced SCUBA techniques. To do this, leaders must be proficient in specialised or advanced SCUBA diving skills which are covered by other units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

It applies to dive leaders, usually known as divemasters, or instructors, who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

Divemasters and instructors must hold C-Card certification. They must also be certified and sanctioned by an industry authorised organisation to lead and supervise diving activities or to instruct others in diving skills and issue C-Card Certification. Industry certification for divemasters and instructors may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any delivery requirements and partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated divemaster and dive instructor certification.

Pre-requisite Unit

Nil

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Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Select and set up equipment and exposure suits to match participants and prevailing conditions; complete safety checks. 1.3. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 1.4. Direct and assist participants to fit and adjust equipment and exposure suits; check comfort and safety of fit. 1.5. Complete pre-dive roll call.
2. Brief participants and demonstrate specialised or advanced SCUBA diving techniques.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise	3.1. Supervise activity according to designated role, adjusting

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specialised or advanced SCUBA diving activities.	position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during specialised or advanced SCUBA diving activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Complete post-dive roll call. 5.2. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.3. Notify relevant personnel of activity completion. 5.4. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.5. Document any equipment faults and incidents including injuries and near misses. 5.6. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSCB011 Lead specialised SCUBA diving activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three specialised or advanced SCUBA diving sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for SCUBA diving activities
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to specialised or advanced SCUBA diving activities
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - the purpose and importance of pre and post-dive roll calls
  - how characteristics of participants affect the selection of equipment and exposure suits:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in an open water site where diving activities are completed from either a boat or from the shore.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment, including oxygen equipment
- communication equipment for emergency response
- rescue equipment
- diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges

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- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- dive computers
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for SCUBA diving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess diving skills and to authorise the issuance of C-Card certification.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSKT001 Ski on easy cross country terrain

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ski, as part of a group, on easy cross country terrain using a range of fundamental skills for using cross country or touring skis.

Easy cross country terrain is defined as predominantly flat to undulating terrain with, a few short steeper pitches. Skiing can be completed off track or on groomed trails, usually nominated in trail ratings as “easiest, easier or beginner”. When using Australian cross country trail maps these trails will be marked as green trails.

It applies to leaders, guides or instructors who use these skills when leading participants during ski tour activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Ski Touring

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ski tour activity.	1.1. Select clothing, footwear, personal protective and other equipment suitable for conditions, and check for safe working condition. 1.2. Waterproof and pack food, clothing, personal and other resources according to access requirements during activity. 1.3. Interpret planned route from activity plans, trail maps and topographic maps to assist in following the trail. 1.4. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.5. Confirm protocols for communications between party members. 1.6. Fit and adjust personal protective and ski equipment to self to ensure comfort and safety.
2. Negotiate easy cross country trails.	2.1. Select ski method accounting for terrain, weather and snow conditions. 2.2. Select method of climbing and turning suited to terrain, snow conditions and own ability. 2.3. Choose angle of climb and slope, and complete climbs accounting for terrain, weather and snow conditions. 2.4. Execute single turns through the fall-line under good snow conditions. 2.5. Maintain balance and rhythm and smoothly transfer between strides, steps and turns. 2.6. Modify technique to account for changes in terrain. 2.7. Control line of direction and speed to safely approach, avoid or negotiate hazards. 2.8. Execute a controlled fall and recover. 2.9. Maintain visual contact and effective communication with party members and guard safety of self and others throughout all activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving trail gradients, distances, times and speed of travel.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSKT001 Ski on easy cross country terrain

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group cross country ski trips
- use methods of skiing, climbing and turning appropriate to the type of skills in use, and for the conditions, to execute the following under control:
  - maintain even pace on the flat
  - ascend and traverse slopes
  - descend slopes
  - change direction on skis going downhill
- consistently utilise appropriate, efficient and safe techniques for:
  - edging
  - degree of glide
  - pole position
  - hand and arm position
  - body position
  - knee flex
  - positioning skis with respect to each other
  - weight transfer
  - synchronisation of movement
  - falling and recovering
- during each trip consistently:
  - follow safety procedures and safely negotiate hazards
  - comply with the Alpine Responsibility Code.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for ski tour activities
- key contents of the Alpine Responsibility Code and how this guides safe cross country ski tour practices

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- cross country ski trail grading system and descriptions that apply in the skiing locality, colours, and symbols used on maps and trail signage
- suitable clothing, footwear and personal protective equipment for alpine regions and ski touring:
  - types of clothing and fabrics that protect against the effects of weather conditions including sun, temperatures, wind, snow and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of:
    - windproof and waterproof gear
    - gaiters
    - ski gloves
    - ski boots for cross country skiing
    - ski goggles
- design features of cross country and alpine touring skis and poles and how characteristics affect performance:
  - length, weight and width of ski
  - grip and glide zones of ski
  - flex and shape of ski
  - longitudinal rigidity
  - ski bindings
  - metal and non-metal edges on ski
  - length of poles and basket types
- factors that affect selection of skis and poles for use on easy terrain:
  - skier ability
  - snow and weather conditions
  - terrain
- how to prepare skis for touring including methods for checking bindings for serviceability
- effective design and construction features of back packs
- techniques used to effectively pack items for ease of access and maximum usage of space
- waterproofing and packing techniques used to keep clothing, food and resources dry during ski tour activities
- communication protocols for group ski touring activities to include:
  - calls
  - hand signals
  - whistles
- for skiing on easy cross country terrain, methods used to ski, climb and turn:
  - snow plough glide and brake
  - downhill run
  - traverse downhill
  - basic skate

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  - double poling
  - single snow plough turn
  - uphill diagonal stride
  - kick-turns
  - step turns including side-step
  - herringbone
  - tack turn
  - star turn
  - diagonal stride
  - controlled fall and recover
- for those methods, appropriate, efficient and safe techniques for:
  - edging
  - degree of glide
  - pole position
  - hand and arm position
  - body position
  - knee flex
  - positioning skis with respect to each other
  - weight transfer
  - synchronisation of movement
  - how terrain, weather and snow conditions affect choice of methods used to ski, climb and turn
- how techniques would be modified to account for changes in terrain
- techniques used to fall and recover safely
- typical hazards for cross country skiing, and techniques used to safely negotiate these:
  - poor visibility
  - temperature extremes
  - difficult snow conditions
  - trees and overhanging branches and vegetation
  - obscured logs, roots and rocks.

Assessment Conditions

Skills must be demonstrated on easy cross country terrain that are predominantly flat to undulating terrain with, a few short steeper pitches. Usually indicated on Australian alpine resort or cross country trail maps as green trails.

Skiing can be completed off track or on groomed trails, usually nominated in trail ratings as "easiest, easier or beginner".

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The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response, including alerting and tracking devices
- navigation equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during cross country ski activities
- clothing suitable for alpine conditions
- ski equipment which can include cross country skis or touring skis:
  - skis and bindings
  - poles
  - ski boots
  - ski goggles
- organisational safety and emergency response procedures for ski tour activities

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cross country leader, guide, or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSKT002 Ski on intermediate cross country terrain

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ski, as part of a group, on intermediate cross country terrain.

Intermediate cross country terrain is defined as predominantly hilly with a number of steep pitches. The descent sections may include moderate bends that require the skier to actively change direction. Skiing can be completed off track or on groomed trails, usually nominated in trail ratings as “more difficult”. When using Australian cross country trail maps these trails will be marked as blue and some red trails.

It applies to leaders, guides or instructors who use these skills when leading participants during ski tour activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Ski Touring

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the ski tour activity.	1.1. Select clothing, footwear, personal protective and other equipment suitable for conditions, and check for safe working condition. 1.2. Waterproof and pack food, clothing, personal and other resources according to access requirements during activity. 1.3. Interpret planned route from activity plans, trail maps and topographic maps to assist in following the trail. 1.4. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.5. Confirm protocols for communications between party members. 1.6. Fit and adjust personal protective and ski equipment to self to ensure comfort and safety.
2. Negotiate intermediate cross country terrain.	2.1. Select ski method accounting for terrain, weather and snow conditions and execute with efficiency of movement. 2.2. Select method of climbing and turning suited to terrain, snow conditions and own ability. 2.3. Choose angle of climb and slope, and complete climbs accounting for terrain, weather and snow conditions. 2.4. Link turns together through the fall-line under good snow conditions, adapting speed and turn shape for terrain and snow conditions. 2.5. Maintain balance and rhythm and smoothly transfer between strides, steps and turns. 2.6. Modify technique to account for changes in terrain. 2.7. Control line of direction and speed to safely approach, avoid or negotiate hazards. 2.8. Execute a controlled fall and recover. 2.9. Maintain visual contact and effective communication with party members and guard safety of self and others throughout all activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving trail gradients, distances, times and speed of travel.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSKT002 Ski on intermediate cross country terrain

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group cross country ski trips
- use methods of skiing, climbing and turning appropriate to the type of ski equipment in use, and for the conditions, to execute the following under control:
  - maintain even pace on the flat
  - ascend and traverse slopes
  - descend slopes – changing direction
- consistently utilise appropriate, efficient and safe techniques for:
  - edging
  - degree of glide
  - pole position
  - hand and arm position
  - body position
  - knee flex
  - positioning skis with respect to each other
  - weight transfer
  - synchronisation of movement
  - falling and recovering
- during each trip consistently:
  - follow safety procedures and safely negotiate hazards
  - comply with the Alpine Responsibility Code.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for ski tour activities
- key contents of the Alpine Responsibility Code and how this guides safe ski touring practices
- cross country ski trail grading system and descriptions that apply in the skiing locality, colours, and symbols used on maps and trail signage

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- suitable clothing, footwear and personal protective equipment for alpine regions and ski touring:
  - types of clothing and fabrics that protect against the effects of weather conditions including sun, temperatures, wind, snow and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of:
    - windproof and waterproof gear
    - gaiters
    - ski gloves
    - ski boots for cross country skiing
    - ski goggles
- design features of ski equipment including cross country skis, alpine touring skis, split boards, and how characteristics affect performance:
  - length, weight and width of ski
  - grip and glide zones of ski
  - flex and shape of ski
  - longitudinal rigidity
  - ski bindings
  - metal and non-metal edges on ski
  - length of poles and basket types
  - plastic boots
  - skins
- factors that affect selection of skis and poles for use on intermediate terrain:
  - skier ability
  - snow and weather conditions
  - terrain
- how to prepare skis for touring including methods for:
  - cleaning and waxing surfaces
  - checking bindings for serviceability
- effective design and construction features of back packs
- techniques used to effectively pack items for ease of access and maximum usage of space
- waterproofing and packing techniques used to keep clothing, food and resources dry during ski tour activities
- communication protocols for group ski touring activities to include:
  - calls
  - hand signals
  - whistles
- for skiing on intermediate cross country terrain, methods used to ski, climb and turn:
  - snow plough, glide, brake and turn
  - downhill run

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  - traverse downhill
  - side slipping
  - double poling
  - stem-turns
  - kick and tacking turn
  - uphill diagonal stride
  - step turns including side-step
  - herringbone
  - tack turn
  - star turn
  - diagonal stride
  - controlled fall and recover
  - stem-christie
  - basic skate
  - linked snow plow turns
  - basic parallel turns
  - removing skis and walking
- for those methods, appropriate, efficient and safe techniques for:
  - edging
  - degree of glide
  - pole position
  - hand and arm position
  - body position
  - knee flex
  - positioning skis with respect to each other
  - weight transfer
  - synchronisation of movement
- how terrain, weather and snow conditions affect choice of methods used to ski, climb and turn
- how techniques would be modified to account for changes in terrain
- techniques used to fall and recover safely
- typical hazards for cross country skiing, and techniques used to safely negotiate these:
  - poor visibility
  - temperature extremes
  - difficult snow conditions
  - trees and overhanging branches and vegetation
  - obscured logs, roots and rocks
  - storms and high winds.

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Assessment Conditions

Skills must be demonstrated on intermediate cross country terrain defined as predominantly hilly with a number steep pitches. The descent sections may include moderate bends that require the skier to actively change direction. Usually indicated on Australian alpine resort or cross country trail maps as blue and red trails.

Skiing can be completed off track or on groomed trails, usually nominated in trail ratings as "more difficult".

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response, including alerting and tracking devices
- navigation equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during cross country ski activities
- clothing suitable for alpine conditions
- ski equipment can include cross country skis, alpine touring skis or splitboard:
  - skis and bindings
  - poles
  - ski boots
  - ski goggles
- organisational safety and emergency response procedures for ski tour activities

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years’ experience as a cross country leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years’ experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSKT003 Use snow craft skills for alpine touring

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to safely deliver recreational activities in alpine environments in heavy snow. It focuses on abilities required to sustain the physical wellbeing of self and participants in harsh cold conditions, and to survive the impacts of sudden environmental changes that are particular to alpine environments, particularly in winter.

Snow craft skills may be utilised in a range of activity contexts but this unit has particular application to alpine bushwalking, ski touring and other snowsports activities. The mode of travel in alpine regions is covered by complementary units.

It applies to leaders, guides or instructors who lead participants in activities in the alpine region under snow conditions.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Ski Touring

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine and manage risks for alpine activities in snow conditions.	1.1. Determine and plan for the impacts of sudden weather changes on the wellbeing of self and participants. 1.2. Identify and plan for contingency food and water supplies to sustain physical wellbeing of self and participants in winter alpine conditions. 1.3. Select a line of travel which reduces exposure to avalanches and other hazards associated with alpine terrain and weather conditions. 1.4. Determine ways to prevent hypothermia and frostbite and to identify signs and symptoms.
2. Select and carry equipment for alpine snow conditions.	2.1. Select and carry additional clothing to account for changing weather conditions. 2.2. Select and carry contingency food supplies, resources and equipment for use in the event of activity delays or emergencies. 2.3. Waterproof and pack food, clothing, and other resources to allow for quick access during activity.
3. Negotiate snow conditions and respond to environmental conditions.	3.1. Engage in activities and travel at a pace that conserves energy and reduces exposure to hypothermia. 3.2. Monitor weather conditions, own response and utilise clothing to prevent exposure. 3.3. Provide first aid in response to cases of hypothermia and frostbite. 3.4. Manage a group to move locations in limited visibility during a snowstorm.
4. Construct and manage tents and emergency shelters.	4.1. Select site accounting for terrain, weather and snow conditions. 4.2. Erect tents or construct emergency snow shelters according to conditions and to maintain stability over extended periods of time. 4.3. Monitor and manage safety of tents and emergency shelter for duration of use, clear snow, and adjust to account for changing weather conditions. 4.4. Manage human waste and environmental impacts of the campsite for the duration of the trip.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to	• interpret detailed reports on alpine weather and snow conditions which incorporate technical jargon.
Numeracy skills to:	• complete basic calculations to determine required resources to sustain number of party members.
Problem-solving skills to:	• identify and quickly respond to changing conditions and party members in need of assistance.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to emergency situations.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSKT003 Use snow craft skills for alpine touring

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan for two trips in an alpine environment in snow conditions, including at least one lasting for a minimum of three days
- for each of the above trips:
  - determine two different lines of travel to avoid alpine environmental hazards
  - determine equipment and resources required for emergency use, including food and water
- complete two alpine trips in snow conditions, including one with an overnight stay:
  - for each trip, select and pack equipment and resources required for emergency use
  - select appropriate location and erect a total of two tents
  - select appropriate location and construct a total of two different types of emergency snow shelters to be chosen from the following list:
    - snow cave
    - quinzhee
    - snow trench
    - snow mound
- during each trip, consistently follow safety procedures and safely negotiate hazards
- participate in simulations to:
  - respond to a participant with hypothermia and one with frostbite and provide appropriate first aid
  - prepare group for a snow storm
  - travel in a snow storm using leapfrogging technique.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- impacts of cold temperatures on energy requirements of participants at rest and under levels demanded of snow based activities
- types of foods and beverages that provide high energy with emphasis on those can that be readily carried and prepared in alpine snow touring circumstances

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- factors that contribute to avalanches and unstable snow conditions:
  - slope angle and orientation
  - elevation
  - recent weather patterns
  - deposition
  - snowpack structure
  - local instability
  - terrain
  - human activity
- areas within the locality that are known to be subject to avalanche and unstable snow conditions; and routes that can avoid these
- typical alpine environmental hazards, and techniques used to safely negotiate these:
  - ice
  - creek crossings
  - snow bridges
  - thick vegetation
  - rapidly changing conditions
    - soft snow to ice
    - rain to snow
    - benign weather to blizzard
- for hypothermia and frostbite:
  - causes and preventative methods
  - signs
  - first aid treatment
- suitable clothing, footwear and personal protective equipment for alpine regions:
  - types of clothing and fabrics that protect against the effects of weather conditions including sun, temperatures, wind, snow and precipitation of different levels and extremes
  - reasons for layering clothes
  - effective design and construction features of:
    - windproof and waterproof gear
    - gaiters
    - gloves and beanies
    - sunglasses or ski goggles
- resources that should be carried during alpine touring activities and reasons for having these available:
  - contingency food and water
  - first aid and repair kits
  - map and compass
  - stove and fuel

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  - whistle
  - torch
  - cord
  - space blanket
  - small shelter, sleeping bags and mats
  - snow shovel
  - mobile phone
  - alerting and tracking devices including personal locator beacons (PLBs)
  - repair kit for skis, poles, bindings and tent
- techniques used to effectively pack items for ease of access and maximum usage of space
- waterproofing and packing techniques used to keep clothing, food and resources dry during ski tour activities
- features and functions of snow shoes and bindings
- techniques to move a group in limited visibility during a snowstorm
- features of tents and pegs designed for use in the snow and techniques used to ensure stability
- features of different types of emergency snow shelters, advantages and disadvantages, and techniques used to construct and maintain stability:
  - snow cave
  - quinzhee
  - snow trench
  - snow mound
  - bothy or tarp bubble
- factors that affect the selection of a location for tents and emergency snow shelters
- importance of regularly clearing built up snow on and around tents
- importance of adequate ventilation in emergency snow shelters
- methods used to maintain:
  - safety and comfort of site
  - minimize environmental impact
  - manage human waste
  - the stability of tents and snow shelters.

Assessment Conditions

Skills must be demonstrated in an alpine environment in snow conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response, including alerting and tracking devices
- navigation equipment.

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Assessment must ensure use of:

- a group of participants with whom the individual interacts during activities
- people who act as participants with whom the individual interacts during simulated activities
- clothing suitable for alpine conditions
- resources to include:
  - contingency food and water
  - stove and fuel
  - whistles
  - torches
  - cord
  - space blankets
  - snow tents, sleeping bags and mats
  - snow shovels.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a leader, guide or instructor within an winter alpine area where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOSKT004 Lead skiing activities on easy cross country terrain

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during skiing activities on easy cross country terrain according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct skiing techniques applicable to easy cross country terrain. To do this, leaders must be proficient in skiing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Ski Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate skiing techniques applicable to easy cross country terrain.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise skiing activities on easy cross country terrain.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and

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	demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during skiing activities on easy cross country terrain.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures. 4.7. Respond effectively to equipment failure; repair skis, poles and bindings.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSKT004 Lead skiing activities on easy cross country terrain

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three skiing sessions on for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilize options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for skiing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to skiing activities on easy cross country terrain:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated on easy cross country terrain that are predominantly flat to undulating terrain with, a few short steeper pitches. Usually indicated on Australian alpine resort or cross country trail maps as green trails.

Skiing can be completed off track or on groomed trails, usually nominated in trail ratings as "easiest, easier or beginner".

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- clothing suitable for winter alpine conditions
- ski equipment which can include cross country skis or touring skis:
  - skis and bindings
  - poles

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  - ski boots
  - ski goggles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for skiing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cross country skiing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOSKT005 Lead skiing activities on intermediate cross country terrain

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during skiing activities on intermediate cross country terrain according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct skiing techniques applicable to intermediate cross country terrain. To do this, leaders must be proficient in skiing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Ski Touring

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions. 1.3. Select and set up equipment to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment, if provided, and confirm it is in safe working condition. 1.5. Direct and assist participants to fit and adjust equipment; check comfort and safety of fit.
2. Brief participants and demonstrate skiing techniques applicable to intermediate cross country terrain.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise ski activities on intermediate cross	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart

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country terrain.	skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during ski activities on intermediate cross country terrain.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures. 4.7. Respond effectively to equipment failure; repair skis, poles and bindings.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSKT005 Lead skiing activities on intermediate cross country terrain

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three intermediate skiing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilize options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for skiing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to skiing activities on intermediate cross country terrain:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, including personal protective equipment:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated on intermediate cross country terrain defined as predominantly hilly with a number steep pitches. The descent sections may include moderate bends that require the skier to actively change direction. Usually indicated on Australian alpine resort or cross country trail maps as blue and red trails.

Skiing can be completed off track or on groomed trails, usually nominated in trail ratings as "more difficult".

Skiing can be completed off track or on groomed trails, usually nominated in trail ratings as "more difficult".

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults

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- clothing suitable for winter alpine conditions
- ski equipment which can include cross country skis or touring skis:
  - skis and bindings
  - poles
  - ski boots
  - ski goggles
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for skiing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cross country skiing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOSNK001 Snorkel

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to snorkel as part of a group in confined or open water. It requires the ability to use a snorkel while surface swimming and diving underwater.

It applies to leaders, guides or instructors who use these snorkelling skills when leading participants during snorkelling activities. Leadership skills are provided in complementary units. The unit can also apply to assistants or support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Snorkelling

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for the snorkel.	1.1. Select snorkelling equipment, exposure protection swim wear or exposure suit suitable for conditions, and check for safe working condition. 1.2. Assess conditions before entering water and move activity location, as required. 1.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.4. Confirm protocols for communications between buddy and other party members. 1.5. Fit and adjust snorkelling equipment and exposure protection wear to ensure comfort and safety.
2. Snorkel on surface and underwater.	2.1. Defog mask before and during snorkelling activities. 2.2. Breath comfortably through snorkel while swimming on surface. 2.3. Maintain buoyancy and propel self using fins. 2.4. Hold breath, dive and swim under water, and clear snorkel on re-surfacing 2.5. Clear water and pressure from ears using equalisation methods. 2.6. Clear water from snorkel and mask when flooded.
3. Maintain self-safety	3.1. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 3.2. Maintain contact and effective communication with buddy and other party members throughout all activities. 3.3. Monitor own fatigue and effects of pressure, temperature and volume on self. 3.4. Cease activities or take breaks while maintaining contact with party members.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.

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Numeracy skills to:	• interpret and calculate numerical data involving distances, times, pressures and temperatures.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSNK001 Snorkel

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete two group snorkelling activities
- during each activity consistently:
  - follow safety procedures and safely negotiate hazards
  - utilise effective techniques to:
    - defog mask
    - enter and exit the water
    - breath through a snorkel to maintain a comfortable rate of respiration
    - clear a snorkel and mask after flooding
    - equalise pressure
    - duck dive underwater using a snorkel
    - propel self using fins on the surface and underwater
    - maintain buoyancy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for snorkelling activities
- exposure protection swim wear suitable for snorkelling activities:
  - types of swim wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures and winds of different levels and extremes
  - features and uses of exposure suits, booties and gloves of different styles and grades suited to different conditions
- features and functions of the following equipment and how to fit and adjust these for comfort and safety:
  - inflatable snorkel vests
  - snorkel masks
  - fins, both adjustable and full foot
  - snorkel and snorkel keeper
- communication protocols for group snorkelling activities to include:
  - calls

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    - hand signals
    - whistles
- techniques used to:
    - defog masks using spit and solutions
    - enter and exit the water
    - breath through a snorkel to maintain a comfortable rate of respiration
    - clear a snorkel and mask after flooding
    - equalise pressure
    - duck dive underwater using a snorkel
    - propel self using fins on the surface and underwater
- factors affecting buoyancy and how to control sinking and floating
- sea features including currents, waves and tides sufficient to understand the impacts on snorkelling activities and locations
- typical hazards associated with snorkelling and swimming in confined and open waters, and techniques used to safely negotiate these:
    - marine life including coral and stingers
    - underwater vegetation
    - submerged objects
    - sections of dark, deep or cold water
    - tidal flow and currents
    - water craft
- atmospheric risks associated with snorkelling and how to manage these:
    - hypothermia
    - hyperthermia
    - sunburn
- barotrauma:
    - meaning
    - cause, at a basic level of understanding
    - common types associated with snorkelling, including mask squeeze and facial barotrauma
    - ways of minimising risk
- shallow water blackout:
    - causes, including hyperventilation and overexertion
    - consequences
    - ways of minimising risk
- the relationship between pressure, volume and temperature at a basic level of understanding and consequences for snorkellers.

Assessment Conditions

Skills must be demonstrated in confined or open waters within natural aquatic environments.

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Confined waters can be confined swimming areas at natural venues such as lakes, dams and non-surf beaches. Open waters can include an unrestricted body of water including that accessed from beaches with direct access to ocean waters.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- surface flags or markers
- rescue equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during snorkelling activities
- exposure protection swim wear suitable for conditions, and exposure suits as required
- snorkel masks
- snorkels and snorkel keepers
- fins
- organisational safety and emergency response procedures for snorkelling activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISOSNK002 Lead snorkelling activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during snorkelling activities according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct snorkelling techniques. To do this, leaders must be proficient in snorkelling skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Snorkelling

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have exposure protection swim wear appropriate for anticipated conditions. 1.3. Select and set up equipment and exposure suits, as required, to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 1.5. Direct and assist participants to fit and adjust equipment and exposure protection wear; check comfort and safety of fit.
2. Brief participants and demonstrate snorkelling techniques.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise snorkelling activities.	3.1. Supervise activity according to designated role, adjusting position and role as required. 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity.

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	3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during snorkelling activities.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and

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	procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSNK002 Lead snorkelling activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three snorkelling sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for snorkelling activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to snorkelling activities:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment and exposure suits:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these
  - designated area for snorkelling.

Assessment Conditions

Skills must be demonstrated in confined or open waters within natural aquatic environments.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- surface flags or markers
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- exposure protection swim wear suitable for conditions, and exposure suits as required
- snorkel masks
- snorkels and snorkel keepers
- fins
- activity plans
- template:
  - safety checklists

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  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for snorkelling activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISOSRF001 Surf small waves using basic manoeuvres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to surf small waves up to 0.5 metre using a range of fundamental skills for riding surfboards.

It applies to leaders, guides or instructors, who use these skills when leading participants during surfing activities. Leadership skills are provided in complementary units. The unit can also apply to assistants or support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Surfing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare to surf.	1.1. Select surfboard and other equipment suitable for conditions, check for safe working condition and wax board, as required. 1.2. Select exposure protection surf wear or exposure suit suitable for conditions; fit and adjust to ensure comfort and safety. 1.3. Select a suitable area for surfing activities according to current conditions. 1.4. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.5. Confirm protocols for communications between party members and with others.
2. Manoeuvre the surfboard through small waves.	2.1. Select a safe location to enter the water and face surfboard into oncoming waves. 2.2. Propel surfboard through flat water, broken and unbroken waves with leg rope attached. 2.3. Mount, sit and lay on board while maintaining balance. 2.4. Paddle the board in trim to propel and control it through flat water, broken and unbroken waves.
3. Catch and ride small waves using basic manoeuvres.	3.1. Observe surfing etiquette when catching and riding waves. 3.2. Catch broken waves under control without wiping out. 3.3. Catch and ride green waves on an angle, executing basic turns, and trim board during manoeuvres. 3.4. Dismount board, safely, from prone and standing position.
4. Maintain own safety, and self rescue in small surf conditions.	4.1. Safely approach, avoid or negotiate hazards to minimise risk of injury while surfing. 4.2. Use techniques to maintain safety of self and others in the event of a wipe out. 4.3. Maintain stability in water when separated from surfboard and return to shore. 4.4. Recognise situations when assistance is required and implement required actions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS **DESCRIPTION**

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Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Problem-solving skills to:	• identify and quickly respond to situations where risk of injury is likely.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSRF001 Surf small waves using basic manoeuvres

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group surfing sessions as follows:
  - complete one session in surf with broken waves
  - complete two sessions on green waves
- during these sessions consistently:
  - follow safety procedures and safely negotiate hazards
  - comply with surfing etiquette
  - utilise fundamental techniques to effectively:
    - manoeuvre surfboard through small waves under control
    - catch and ride small waves under control
    - trim along green waves
    - execute small basic turns
- participate in simulations to:
  - wipe out on three occasions and use wipe out techniques appropriate for the circumstance
  - return to shore when separated from surfboard on three occasions
  - take actions to seek assistance when self rescue cannot be achieved, on two occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for surfing activities
- etiquette applicable to surfing including generally accepted rules for right of way, giving way, dropping in and avoiding other surf users
- exposure protection surf wear suitable for surfing activities:
  - types of surf wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures and winds of different levels and extremes
  - features and uses of exposure suits of different styles and grades suited to different conditions

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- types of surfboards suitable for use in small waves and for basic manoeuvres to include hard and soft surfboards and:
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, manoeuvrability characteristics and limitations
- reasons for waxing surfboards and techniques for applying
- features and uses of leg ropes
- communication protocols for surfing activities to include:
  - calls
  - hand signals, including distress signals
  - whistles
- features of surf environments:
  - characteristics of different types of waves
  - types of waves suitable for surfing and how to select waves suitable for own ability
  - winds, currents, tides, swell and ocean floor sufficient to understand effects on surf conditions, impacts on surfing activities and appropriate responses
  - distinguishing signs of rips
  - beach zones and signs used at patrolled beaches
- fundamental techniques for surfing:
  - correct use of body weight and balance to mount board and to sit and stand
  - paddling the board in trim
  - correct use of body weight and balance for:
    - turning the board while sitting
    - basic trimming
    - small basic turns
- typical hazards associated with surfing, and techniques used to safely negotiate these:
  - temperature extremes
  - rips
  - lateral currents
  - marine animals
  - rocks
  - sandbars
  - other water users: surfers, swimmers, other small craft
  - large waves
  - shore breaks
  - dumping waves
- techniques used in the event of a wipe out:
  - covering head with arms
  - wrestling or holding board tight when in prone position
  - pushing board clear with feet when in the water and when standing
  - waiting for turbulence to subside

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    - floating to the surface in a horizontal position
- techniques used to return to shore without surfboard:
    - appropriate surf swimming strokes - defensive and aggressive
    - taking breaks when tired, floating and treading water
    - swimming or paddling diagonally across rips, when present
- actions that can be taken when unable to self rescue:
    - using recognised signals for assistance to contact others in water and lifeguards
    - remaining with surfboard and using as flotation device
    - floating and treading water.

Assessment Conditions

Skills must be demonstrated in a surfing environment which features the following:

- small breaking waves up to 0.5 metre
- beach breaks with sand bottom
- areas free from rips
- water depth of chest height or less.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during surfing activities
- exposure protection surf wear suitable for conditions, and exposure suits as required
- surfboards which can include soft and hard boards
- leg ropes
- surfboard wax, as relevant
- organisational safety and emergency response procedures for surfing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a surfing instructor or guide where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOSRF002 Surf waves using intermediate manoeuvres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to surf open face peeling waves up to one metre using a range of intermediate skills for riding surfboards.

It applies to leaders, guides or instructors, who use these skills when leading participants during surfing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Surfing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to surf.	1.1. Select surfboard and other equipment suitable for conditions, check for safe working condition and wax

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	board, as required. 1.2. Select exposure protection surf wear or exposure suit suitable for conditions; fit and adjust to ensure comfort and safety. 1.3. Select a suitable area for surfing activities according to current conditions. 1.4. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.5. Confirm protocols for communications between party members and with others.
2. Manoeuvre the surfboard through intermediate waves.	2.1. Enter water in safe location, carry surfboard out to suitable depth, and mount sit and lay on board while maintaining balance. 2.2. Paddle the board in trim to propel and control it through broken and unbroken waves. 2.3. Negotiate broken and unbroken waves using duck dive and Eskimo roll manoeuvres.
3. Catch and ride waves using intermediate manoeuvres.	3.1. Observe surfing etiquette when catching and riding waves. 3.2. Select appropriate waves to catch and identify optimum take off position. 3.3. Ride waves under control from start to finish and exit wave safely. 3.4. Execute bottom turns, top turns and cutbacks, and trim board during manoeuvres. 3.5. Link a range of surfing manoeuvres. 3.6. Dismount board, safely, from prone and standing position.
4. Maintain own safety, and self rescue in intermediate surf conditions.	4.1. Safely approach, avoid or negotiate hazards to minimise risk of injury while surfing. 4.2. Use techniques to maintain safety of self and others in the event of a wipe out. 4.3. Maintain stability in water when separated from surfboard and return to shore. 4.4. Recognise situations when assistance is required and implement required actions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Problem-solving skills to:	• identify and quickly respond to situations where risk of injury is likely.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSRF002 Surf waves using intermediate manoeuvres

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group surfing sessions
- during each session consistently:
  - follow safety procedures and safely negotiate hazards
  - comply with surfing etiquette
  - utilise intermediate techniques to effectively:
    - manoeuvre surfboards through intermediate waves under control using duck dives and Eskimo rolls
    - select catch and ride intermediate waves under control from start to finish
    - execute bottom turns, top turns, and cutbacks on forehand or backhand and link a range of those manoeuvres
- participate in simulations to:
  - wipe out on three occasions and use wipe out techniques appropriate for the circumstance
  - return to shore when separated from surfboard on three occasions
  - take actions to seek assistance when self rescue cannot be achieved, on two occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for surfing activities
- etiquette applicable to surfing including generally accepted rules for right of way, giving way, dropping in and avoiding other surf users
- exposure protection surf wear suitable for surfing activities:
  - types of surf wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures and winds of different levels and extremes
  - features and uses of exposure suits of different styles and grades suited to different conditions
- types of surfboards suitable for use in intermediate wave conditions and for intermediate manoeuvres and:

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    - different construction materials, effects on performance, advantages and disadvantages
    - design features, manoeuvrability characteristics and limitations
- reasons for waxing surfboards and techniques for applying
- features and uses of leg ropes
- communication protocols for surfing activities to include:
    - calls
    - hand signals, including distress signals
    - whistles
- features of surf environments:
    - characteristics of different types of waves including those that peel left and right
    - characteristics of waves at these different surf breaks:
        - beach
        - point
        - reef
        - river mouth
        - bombora
    - types of waves suitable for surfing and how to select waves suitable for own ability
    - winds, currents, tides, swell and ocean floor sufficient to understand effects on surf conditions, impacts on surfing activities and appropriate responses
    - distinguishing signs of rips
    - beach zones and signs used at patrolled beaches
- how body weight and speed affect surfing
- intermediate techniques for surfing:
    - correct use of body weight and balance to mount board and to sit and stand
    - paddling the board in trim to maintain control
    - using duck dive and Eskimo rolls to negotiate waves
    - correct use of body weight and balance for:
        - traversing left and right along the green face of a spilling wave
        - trimming
        - bottom turns
        - top turns
        - cutback on forehand and backhand
    - how to link manoeuvres
- typical hazards associated with surfing, and techniques used to safely negotiate these:
    - temperature extremes
    - rips
    - lateral currents
    - marine animals
    - rocks
    - sandbars

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  - other water users: surfers, swimmers, other small craft
  - large waves
  - shore breaks
  - dumping waves
- techniques used in the event of a wipe out:
  - covering head with arms
  - wrestling or holding board tight when in prone position
  - pushing board clear with feet when in the water and when standing
  - waiting for turbulence to subside
  - floating to the surface in a horizontal position
- techniques used to return to shore without surfboard:
  - appropriate surf swimming strokes - defensive and aggressive
  - taking breaks when tired, floating and treading water
  - swimming or paddling diagonally across rips, when present
- actions that can be taken when unable to self rescue:
  - using recognised signals for assistance to contact others in water and lifeguards
  - remaining with surfboard and using as flotation device
  - floating and treading water.

Assessment Conditions

Skills must be demonstrated in a surfing environment which features the following:

- open face peeling waves up to one metre
- beach breaks, point breaks, river mouth or reef breaks
- rips may be present.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during surfing activities
- exposure protection surf wear suitable for conditions, and exposure suits as required
- surfboards
- leg ropes
- surfboard wax
- organisational safety and emergency response procedures for surfing activities.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a surfing instructor or guide where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOSRF003 Surf waves using advanced manoeuvres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to surf open face peeling waves up to two metres using a range of advanced skills for riding surfboards.

It applies to leaders, guides or instructors, who use these skills when leading or instructing participants during surfing activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Surfing

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to surf.	1.1. Select surfboard and other equipment suitable for conditions, check for safe working condition and wax

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	board, as required. 1.2. Select exposure protection surf wear or exposure suit suitable for conditions; fit and adjust to ensure comfort and safety. 1.3. Select a suitable area for surfing activities according to current conditions. 1.4. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.5. Confirm protocols for communications between party members and with others.
2. Manoeuvre the surfboard through advanced waves.	2.1. Enter water in safe location, identify rips and select route to unbroken wave area. 2.2. Paddle the board in trim to propel and control it through broken and unbroken waves. 2.3. Negotiate broken and unbroken waves using duck dive and Eskimo roll manoeuvres.
3. Catch and ride waves using advanced manoeuvres.	3.1. Observe surfing etiquette when catching and riding waves. 3.2. Select appropriate waves to catch and identify optimum take off position. 3.3. Ride waves under control from start to finish and exit wave safely. 3.4. Traverse left and right along green face of spilling waves and maintain control of board. 3.5. Execute bottom turns, top turns, re-entries, roundhouse and other cutbacks and trim board during manoeuvres. 3.6. Link a range of surfing manoeuvres. 3.7. Dismount board, safely, from prone and standing position.
4. Maintain own safety, and self rescue in advanced surf conditions.	4.1. Safely approach, avoid or negotiate hazards to minimise risk of injury while surfing. 4.2. Use techniques to maintain safety of self and others in the event of a wipe out. 4.3. Maintain stability in water when separated from surfboard and return to shore. 4.4. Recognise situations when assistance is required and implement required actions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Problem-solving skills to:	• identify and quickly respond to situations where risk of injury is likely.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSRF003 Surf waves using advanced manoeuvres

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group surfing sessions
- during each session consistently:
  - follow safety procedures and safely negotiate hazards
  - comply with surfing etiquette
  - utilise advanced techniques to effectively:
    - manoeuvre surfboards through advanced waves under control using duck dives and Eskimo rolls
    - select, catch and ride advanced waves under control from start to finish
    - traverse both left and right along green face of spilling waves and maintain control of board
    - execute bottom turns, tops turns, re-entries, and roundhouse and other cutbacks on forehand and backhand, and link a range of those manoeuvres
- participate in simulations to:
  - wipe out on three occasions and use wipe out techniques appropriate for the circumstance
  - return to shore when separated from surfboard on three occasions
  - take actions to seek assistance when self rescue cannot be achieved, on two occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for surfing activities
- etiquette applicable to surfing including generally accepted rules for right of way, giving way, dropping in and avoiding other surf users
- exposure protection surf wear suitable for surfing activities:
  - types of surf wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures and winds of different levels and extremes
  - features and uses of exposure suits of different styles and grades suited to different conditions

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- types of surfboards suitable for use in advanced wave conditions and for advanced manoeuvres and:
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, manoeuvrability characteristics and limitations
- reasons for waxing surfboards and techniques for applying
- features and uses of leg ropes
- communication protocols for surfing activities to include:
  - calls
  - hand signals, including distress signals
  - whistles
- features of surf environments:
  - characteristics of different types of waves including those that peel left and right
  - characteristics of waves at these different surf breaks:
    - beach
    - point
    - reef
    - river mouth
    - bombora
  - types of waves suitable for surfing and how to select waves suitable for own ability
  - winds, currents, tides, swell and ocean floor sufficient to understand effects on surf conditions, impacts on surfing activities and appropriate responses
  - distinguishing signs of rips
  - beach zones and signs used at patrolled beaches
- how body weight and speed affect surfing
- advanced techniques for surfing:
  - correct use of body weight and balance to mount board and to sit and stand
  - paddling the board in trim to maintain control
  - using duck dive and Eskimo rolls to negotiate waves
  - correct use of body weight and balance for:
    - traversing left and right along the green face of a spilling wave
    - forehand and backhand trimming
    - forehand bottom and top turns
    - cutback on forehand and backhand
    - re-entry
    - roundhouse cutback on forehand and backhand
  - how to link manoeuvres
- typical hazards associated with surfing, and techniques used to safely negotiate these:
  - temperature extremes
  - rips
  - lateral currents

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    - marine animals
    - rocks
    - sandbars
    - other water users: surfers, swimmers, other small craft
    - large waves
    - shore breaks
    - dumping waves
- techniques used in the event of a wipe out:
    - covering head with arms
    - wrestling or holding board tight when in prone position
    - pushing board clear with feet when in the water and when standing
    - waiting for turbulence to subside
    - floating to the surface in a horizontal position
- techniques used to return to shore without surfboard:
    - appropriate surf swimming strokes - defensive and aggressive
    - taking breaks when tired, floating and treading water
    - swimming or paddling diagonally across rips, when present
- actions that can be taken when unable to self rescue:
    - using recognised signals for assistance to contact others in water and lifeguards
    - remaining with surfboard and using as flotation device
    - floating and treading water.

Assessment Conditions

Skills must be demonstrated in a surfing environment which features the following:

- open faced peeling waves up to two metres
- beach breaks, river mouth, point breaks or reef breaks
- rips may be present.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during surfing activities
- exposure protection surf wear suitable for conditions, and exposure suits as required
- surfboards
- leg ropes

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- surfboard wax
- organisational safety and emergency response procedures for surfing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a surfing instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSRF004 Lead surfing activities, small waves and basic manoeuvres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct or guide new or inexperienced dependent participant surfers during activities in small wave conditions according to predetermined plans. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to develop session plans and to demonstrate and instruct basic surfing manoeuvres. To do this, instructors and guides must be proficient in surfing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to instructors and guides who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Surfing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare session plans.	1.1. Identify and evaluate participant needs, characteristics, and current surfing skills. 1.2. Determine activity objectives to meet identified participant needs. 1.3. Develop session plans to include appropriate exercises for participants and their stage of skills acquisition.
2. Prepare equipment and participants.	2.1. Select a suitable area for surfing activities according to current conditions. 2.2. Assess characteristics, condition and surfing capability of participants, as they present, and obtain informed consent. 2.3. Confirm participants have exposure protection surf wear appropriate for anticipated conditions. 2.4. Select and set up equipment and exposure suits, as required, to match participants and prevailing conditions; complete safety checks. 2.5. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 2.6. Direct and assist participants to fit and adjust equipment and exposure protection wear; check comfort and safety of fit.
3. Brief participants and demonstrate basic surfing manoeuvres in small wave conditions.	3.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 3.2. Encourage participants to ask questions and seek advice before and during session. 3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 3.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 3.5. Demonstrate and explain correct techniques appropriate for the activity.

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	3.6. Check and confirm participant ability to use and control equipment before activity commencement. 3.7. Check matching of equipment and activities to participants and amend as required.
4. Lead surfing activities in small wave conditions.	4.1. Prepare participants for activity using warm up exercises. 4.2. Implement instruction techniques to impart skills and knowledge for fundamental surfing skills. 4.3. Provide clear and accurate instructions and or demonstrations throughout the session. 4.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 4.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during surfing activities in small wave conditions.	5.1. Monitor surfing conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 5.3. Respond immediately to adverse participant reactions and hazardous situations. 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 5.5. Amend activities if risk is unacceptable; cease activities when required. 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.	6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 6.2. Notify relevant personnel of activity completion. 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.4. Document any equipment faults and incidents including injuries and near misses. 6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the activities • use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSRF004 Lead surfing activities, small waves and basic manoeuvres

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three surfing sessions for a group of participants according to predetermined session plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for surfing activity sessions
- format and inclusions of session plans
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to surfing activities in small wave conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the choice of sessional activities and selection of equipment and exposure suits:
    - age, size and weight
    - current experience in surfing and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - a range of warm-up exercises
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in a surfing environment which features the following:

- small breaking waves up to 0.5 metre
- beach breaks with sand bottom
- areas free from rips
- water depth of chest height or less.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual instructs or guides
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- exposure protection surf wear suitable for conditions, and exposure suits as required
- surfboards which can include soft and hard boards

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- leg ropes
- surfboard wax, as relevant
- participant profiles to include:
  - age, size and weight
  - current experience in surfing and skill level
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
- template:
  - session plans
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for surfing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a surfing instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSRF005 Lead surfing activities, intermediate manoeuvres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct or guide dependent participants during surfing activities in intermediate wave conditions according to predetermined plans. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to develop session plans and to demonstrate and instruct intermediate surfing manoeuvres in waves up to one metre. To do this, instructors and guides must be proficient in surfing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to instructors and guides who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Surfing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare session plans.	1.1. Identify and evaluate participant needs, characteristics, and current surfing skills. 1.2. Determine activity objectives to meet identified participant needs. 1.3. Develop session plans to include appropriate exercises for participants and their stage of skills acquisition.
2. Prepare equipment and participants.	2.1. Select a suitable area for surfing activities according to current conditions. 2.2. Assess characteristics, condition and surfing capability of participants, as they present, and obtain informed consent. 2.3. Confirm participants have exposure protection surf wear appropriate for anticipated conditions. 2.4. Select and set up equipment, and exposure suits as required, to match participants and prevailing conditions; complete safety checks. 2.5. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 2.6. Direct and assist participants to fit and adjust equipment and exposure protection wear; check comfort and safety of fit.
3. Brief participants and demonstrate intermediate surfing manoeuvres.	3.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 3.2. Encourage participants to ask questions and seek advice before and during session. 3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 3.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 3.5. Demonstrate and explain correct techniques appropriate for the activity.

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	3.6. Check and confirm participant ability to use and control equipment before activity commencement. 3.7. Check matching of equipment and activities to participants and amend as required.
4. Lead surfing activities in waves up to one metre.	4.1. Prepare participants for activity using warm up exercises. 4.2. Implement recreational instruction techniques to impart skills and knowledge for intermediate surfing skills. 4.3. Provide clear and accurate instructions and or demonstrations throughout the session. 4.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 4.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during surfing activities in waves up to one metre.	5.1. Monitor surfing conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 5.3. Respond immediately to adverse participant reactions and hazardous situations. 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 5.5. Amend activities if risk is unacceptable; cease activities when required. 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.	6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 6.2. Notify relevant personnel of activity completion. 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.4. Document any equipment faults and incidents including injuries and near misses. 6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the activities • use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSRF005 Lead surfing activities, intermediate manoeuvres

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three surfing sessions for a group of participants according to predetermined session plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief.
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for surfing activity sessions
- format and inclusions of session plans
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to intermediate surfing activities in waves up to one metre:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the choice of sessional activities and selection of equipment and exposure suits:
  - age, size and weight
    - current experience in surfing and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - a range of warm up exercises
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in a surfing environment which features the following:

- open face peeling waves up to one metre
- beach breaks, point breaks, river mouth or reef breaks
- rips may be present.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual instructs or guides
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- exposure protection surf wear suitable for conditions, and exposure suits as required
- surfboards
- leg ropes

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- surfboard wax
- participant profiles to include:
  - age, size and weight
  - current experience in surfing and skill level
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
- template:
  - session plans
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for surfing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a surfing instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOSRF006 Lead surfing activities, advanced manoeuvres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct or guide dependent participants during surfing activities in advanced wave conditions according to predetermined plans. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to develop session plans and to demonstrate and instruct advanced surfing manoeuvres in waves up to two metres. To do this, instructors and guides must be proficient in surfing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to instructors and guides who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Surfing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare session plans.	1.1. Identify and evaluate participant needs, characteristics, and current surfing skills. 1.2. Determine activity objectives to meet identified participant needs. 1.3. Develop session plans to include appropriate exercises for participants and their stage of skills acquisition.
2. Prepare equipment and participants.	2.1. Select a suitable area for surfing activities according to current conditions. 2.2. Assess characteristics, condition and surfing capability of participants, as they present, and obtain informed consent. 2.3. Confirm participants have exposure protection surf wear appropriate for anticipated conditions. 2.4. Select and set up equipment, and exposure suits as required, to match participants and prevailing conditions; complete safety checks. 2.5. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 2.6. Direct and assist participants to fit and adjust equipment and exposure protection wear; check comfort and safety of fit.
3. Brief participants and demonstrate advanced surfing manoeuvres.	3.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 3.2. Encourage participants to ask questions and seek advice before and during session. 3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 3.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 3.5. Demonstrate and explain correct techniques appropriate for the activity.

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	3.6. Check and confirm participant ability to use and control equipment before activity commencement. 3.7. Check matching of equipment and activities to participants and amend as required.
4. Lead surfing activities in waves up to two metres.	4.1. Prepare participants for activity using warm up exercises. 4.2. Implement recreational instruction techniques to impart skills and knowledge for advanced surfing skills. 4.3. Provide clear and accurate instructions and or demonstrations throughout the session. 4.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 4.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during surfing activities in waves up to two metres.	5.1. Monitor surfing conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 5.3. Respond immediately to adverse participant reactions and hazardous situations. 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 5.5. Amend activities if risk is unacceptable; cease activities when required. 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.	6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 6.2. Notify relevant personnel of activity completion. 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.4. Document any equipment faults and incidents including injuries and near misses. 6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the activities • use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSRF006 Lead surfing activities, advanced manoeuvres

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three surfing sessions for a group of participants according to predetermined session plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for surfing activity sessions
- format and inclusions of session plans
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to advanced surfing activities in waves up to two metres:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the choice of sessional activities and selection of equipment and exposure suits:
    - age, size and weight
    - current experience in surfing and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - a range of warm up exercises
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in a surfing environment which features the following:

- open faced peeling waves up to two metres
- beach breaks, river mouth, point breaks or reef breaks
- rips may be present.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual instructs or guides
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- exposure protection surf wear suitable for conditions, and exposure suits as required
- surfboards
- leg ropes

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- surfboard wax
- participant profiles to include:
  - age, size and weight
  - current experience in surfing and skill level
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
- template:
  - session plans
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for surfing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a surfing instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSUP001 Paddle a stand up board on inland flatwater

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a stand up board as part of a group on inland flatwater areas such as lakes, dams and slow moving rivers. It requires the ability to self-rescue from a dismount and to rescue others in deep water.

The unit provides skills to paddle on bodies of water in less than moderate wind conditions, where the current flow is consistently recorded as less than one knot.

It applies to leaders, guides or instructors, who use these skills when leading participants during stand up paddle boarding activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Stand up paddle boarding

Unit Sector

Outdoor Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select paddle board, leash and other equipment suitable for conditions and check for safe working condition. 1.2. Select exposure protection swim wear or exposure suit suitable for conditions; fit and adjust to ensure comfort and safety. 1.3. Select a suitable area for paddle boarding activities according to current conditions. 1.4. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.5. Confirm protocols for communications between party members and with others.
2. Paddle and manoeuvre stand up paddle board on flatwater.	2.1. Select a safe location to enter the water, propel and mount board while maintaining balance and stability. 2.2. Control direction of paddle board forward, in reverse and when turning, using a range of appropriate strokes and leans. 2.3. Maintain appropriate posture, stance and stroke technique to efficiently paddle the board. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities, and maintain party formation as required. 2.7. Land and dismount paddle board at the shore while maintaining stability.
3. Rescue self in deep water.	3.1. Use techniques to maintain safety of self and others in the event of a dismount. 3.2. Flip paddle board when in deep water and remount. 3.3. Manoeuvre the paddle and board to shore or to rescue craft when unable to remount. 3.4. Maintain stability in water when separated from paddle board and return to shore.
4. Perform deep water rescues in flatwater conditions.	4.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 4.2. Select and use other leaders or party members,

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equipment and rescue techniques appropriate to situation.

4.3. Manoeuvre own board to rescuee, form a raft up as required, and assume a position that enables the rescue.

4.4. Provide clear and concise instructions to rescuee and others assisting.

4.5. Assist rescuee to flip and remount their board.

4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSUP001 Paddle a stand up board on inland flatwater

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group stand up paddle boarding sessions
- during each session consistently:
  - follow safety procedures and safely negotiate hazards
  - control direction of stand up paddle board forward, in reverse and when turning using appropriate stance, and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - bow draw stroke
    - emergency stop
- participate in simulations to:
  - re-establish a flipped paddle board and remount in deep water on two occasions
  - return to shore, swimming a maximum distance of 50 metres, when separated from paddle board on two occasions
  - complete two deep water rescues to assist a single paddler re-establish a flipped paddle board and remount
  - provide two tows using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for stand up paddle boarding activities
- exposure protection swim wear suitable for paddle boarding activities:
  - types of swim wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures and winds of different levels and extremes
  - features and uses of exposure suits of different styles and grades suited to different conditions
- types of footwear suitable for paddle boarding including specialist footwear and when it might be required in preference to bare feet

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- types of stand up paddle boards suitable for use in flatwater conditions and:
  - location and function of different parts of the board
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
  - features and use of leashes
- types of paddles suitable for use with paddle boards in flatwater conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- communication protocols for group paddle boarding activities to include:
  - calls
  - hand and paddle signals, including distress signals
  - whistles
- hydrological features of flatwater areas such as lakes, dams and slow moving rivers sufficient to understand the impacts on stand up paddle boarding activities
- typical hazards associated with paddling and swimming in flatwater conditions, and techniques used to safely negotiate these:
  - currents
  - built objects – weirs, piers
  - steep or slippery banks or shore
  - overhanging trees
  - fallen trees on waterway
  - submerged logs, rocks and vegetation
  - sections of dark, deep or cold water
  - boating traffic
- techniques used on flatwater to launch, mount, land and dismount stand up paddle boards from shore
- a range of strokes used in flatwater conditions to direct paddle board forward, in reverse and when turning:
  - forward and reverse paddle
  - forward and reverse sweeps
  - bow draw stroke
  - emergency stop
- for each of the above strokes:
  - correct posture and feet position
  - correct hand placement on paddle and movement of top and bottom hand through the stroke
  - arm and body movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to board and body position
  - appropriate paddle depth in water to achieve effective stroke
  - correct paddle blade angle throughout stroke
- for self rescues:

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    - techniques used to flip paddle board and remount in deep water
    - methods used to control and manoeuvre the paddle and board to rescue craft and shore
    - appropriate swimming strokes and techniques - defensive and aggressive
    - techniques for taking breaks when tired from swimming - floating and treading water
- for deep water rescues, the specific application of the following to flatwater conditions and stand up paddle boards:
    - approach and flip technique
    - techniques for using a towline with a quick release system including appropriate knots and how to tie them
    - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue.

Assessment Conditions

Skills must be demonstrated on inland flatwater areas which can be lakes, dams or slow moving rivers. The environment must feature the following:

- less than moderate wind conditions
- current flow is consistently documented as less than 1 knot.

An area for assessment should not be classified as flatwater if any of the following conditions are present:

- rapids of any grade
- surf of any size
- fetch greater than 1 nautical mile.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during stand up paddle boarding activities
- exposure protection swim wear suitable for conditions, and exposure suits as required
- pea-less whistles not affected by water
- stand up paddle boards and leashes
- paddles
- rescue equipment:
    - towlines
    - knives
- template safety checklists

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- organisational safety and emergency response procedures for paddle boarding activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a stand up paddle boarding instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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SISOSUP002 Paddle a stand up board in small waves

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to surf small waves up to 0.5 metre using fundamental paddle boarding manoeuvres.

It applies to leaders, guides or instructors, who use these skills when leading participants during stand up paddle board activities. Leadership skills are provided in complementary units. The unit can also apply to assistants or support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Stand up paddle boarding

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to ride stand	1.1. Select paddle board and other equipment suitable for

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up paddle board in surf.	conditions and check for safe working condition. 1.2. Select exposure protection surf wear or exposure suit suitable for conditions; fit and adjust to ensure comfort and safety. 1.3. Select a suitable area for paddle boarding activities according to current conditions. 1.4. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.5. Confirm protocols for communications between party members and with others.
2. Manoeuvre the paddle board through small waves.	2.1. Select a safe location to enter the water, propel and mount board while maintaining balance and stability. 2.2. Paddle the board in trim to propel and control it through flat water, broken and unbroken waves. 2.3. Maintain appropriate posture, stance and stroke technique to efficiently paddle the board. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury.
3. Catch and ride small waves using basic manoeuvres.	3.1. Observe surfing etiquette when catching and riding waves. 3.2. Catch broken waves under control without wiping out. 3.3. Catch and ride green waves on an angle, executing basic turns, and trim board during manoeuvres. 3.4. Dismount board, safely, from standing position.
4. Maintain own safety, and self rescue in small surf conditions.	4.1. Safely approach, avoid or negotiate hazards to minimise risk of injury while paddling and surfing. 4.2. Use techniques to maintain safety of self and others in the event of a wipe out. 4.3. Maintain stability in water when separated from stand up paddle board and return to shore. 4.4. Recognise situations when assistance is required and implement required actions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and

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	emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Problem-solving skills to:	• identify and quickly respond to situations where risk of injury is likely.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSUP002 Paddle a stand up board in small waves

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group stand up paddle boarding sessions as follows:
  - complete one session in surf with broken waves
  - complete two sessions on green waves
- during these sessions consistently:
  - follow safety procedures and safely negotiate hazards
  - comply with surfing etiquette
  - utilise fundamental techniques to effectively:
    - manoeuvre stand up paddle board through small waves under control
    - catch and ride small waves under control
    - trim along green waves
    - execute small basic turns
- participate in simulations to:
  - wipe out on three occasions and use wipe out techniques appropriate for the circumstance
  - return to shore when separated from paddle board on three occasions
  - take actions to seek assistance when self rescue cannot be achieved, on two occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for stand up paddle boarding activities
- etiquette applicable to surfing including generally accepted rules for right of way, giving way, dropping in and avoiding other surf users
- exposure protection surf wear suitable for paddle boarding activities:
  - types of surf wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures and winds of different levels and extremes
  - features and uses of exposure suits of different styles and grades suited to different conditions

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- types of footwear suitable for paddle boarding including specialist footwear and when it might be required in preference to bare feet
- types of stand up paddle board suitable for use in small surf conditions and for basic manoeuvres and:
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, manoeuvrability characteristics and limitations
  - features and use of leashes
- types of paddles suitable for use with paddle boards in small surf conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- communication protocols for group stand up paddle boarding activities to include:
  - calls
  - hand and paddle signals, including distress signals
  - whistles
- features of surf environments:
  - characteristics of different types of waves
  - types of waves suitable for stand up paddle boarding and how to select waves suitable for own ability
  - winds, currents, tides, swell and ocean floor sufficient to understand effects on surf conditions, impacts on paddle boarding activities and appropriate responses
  - distinguishing signs of rips
  - beach zones and signs used at patrolled beaches
- fundamental techniques for surfing a stand up paddle board:
  - correct use of body weight and balance to mount board and to stand
  - paddling the board in trim
  - paddling techniques and correct use of body weight, and stance for:
    - catching waves
    - turning the board
    - basic trimming
    - small basic turns
- typical hazards associated with paddle boarding in surf, and techniques used to safely negotiate these:
  - temperature extremes
  - rips
  - lateral currents
  - marine animals
  - rocks
  - sandbars
  - other water users: surfers, swimmers, other small craft
  - large waves
  - shore breaks
  - dumping waves

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- techniques used in the event of a wipe out:
  - covering head with arms
  - wrestling or holding board tight when in prone position
  - pushing board clear with feet when in the water and when standing
  - waiting for turbulence to subside
  - floating to the surface in a horizontal position
- techniques used to return to shore without paddle board:
  - appropriate surf swimming strokes - defensive and aggressive
  - taking breaks when tired, floating and treading water
  - swimming or paddling diagonally across rips, when present
- actions that can be taken when unable to self rescue:
  - using recognised signals for assistance to contact others in water and lifeguards
  - remaining with paddle board and using as flotation device
  - floating and treading water.

Assessment Conditions

Skills must be demonstrated in a surfing environment which features the following:

- small breaking waves up to 0.5 metre
- beach breaks with sand bottom
- areas free from rips
- water depth of chest height or less.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during stand up paddle boarding activities
- exposure protection surf wear suitable for conditions, and exposure suits as required
- stand up paddle boards and leashes
- paddles
- organisational safety and emergency response procedures for paddle boarding activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a stand up paddle boarding instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISOSUP003 Paddle a stand up board in sheltered coastal waters

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to paddle a stand up board as part of a group in sheltered coastal waters and according to planned downwinding courses. It requires the ability to self-rescue from a dismount and to rescue others in deep water.

This unit provides skills to paddle in sheltered coastal waters defined as estuaries, embayments, areas enclosed or partly enclosed by islands or a fringing reef; or areas of exposed coastline with surf but without overfalls and tidal races present.

Water would feature small waves up to 0.5 metre with no difficult landings. Paddlers at this level can paddle in moderate winds of 11 - 16 knots (Beaufort Scale).

It applies to leaders, guides or instructors, who use these skills when leading participants during stand up paddle boarding activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Stand up paddle boarding

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the paddle.	1.1. Select stand up paddle board and other equipment suitable for conditions, and check for safe working condition. 1.2. Select lifejacket, as required, exposure protection swim wear or exposure suit suitable for conditions, and check for safe working condition. 1.3. Interpret planned course from activity plans and maps to assist in following the course. 1.4. Select suitable area for paddle boarding activities according to current conditions 1.5. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.6. Confirm protocols for communications between paddlers. 1.7. Fit and adjust exposure protection wear and lifejacket, as required, to ensure comfort and safety.
2. Paddle and manoeuvre stand up paddle board in sheltered coastal waters.	2.1. Select a safe location to enter the water, propel and mount board while maintaining balance and stability. 2.2. Control direction of paddle board forward, in reverse and when turning, using a range of appropriate strokes, leans and combinations. 2.3. Maintain appropriate posture, stance and stroke technique to efficiently paddle the board. 2.4. Establish and maintain an appropriate paddling rhythm and pace to minimise fatigue, strain and injury. 2.5. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 2.6. Maintain visual contact and effective communication with party members throughout all activities. 2.7. Monitor party formation, paddling pace and space between boards and make required adjustments. 2.8. Land and dismount paddle board at the shore while maintaining stability.

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3. Rescue self in deep water.	3.1. Use techniques to maintain safety of self and others in the event of a dismount. 3.2. Flip paddle board when in deep water and remount. 3.3. Manoeuvre the paddle and board to shore or to rescue craft when unable to remount. 3.4. Maintain stability in water when separated from paddle board and return to shore.
4. Perform deep water rescues in sheltered coastal waters.	4.1. Identify immediate hazards, assess risks and negotiate to avoid injury to self and others. 4.2. Select and use other leaders or party members, equipment and rescue techniques appropriate to situation. 4.3. Manoeuvre own board to rescuee, form a raft up as required, and assume a position that enables the rescue. 4.4. Provide clear and concise instructions to rescuee and others assisting. 4.5. Assist rescuee to flip and remount their board. 4.6. Assess ability of rescuee to continue and tow to nearest safe landing, as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures • interpret straightforward but potentially unfamiliar information on maps • interpret factual activity plan information in familiar formats.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.
Numeracy skills to:	• interpret and calculate numerical data involving distances, times and speed of currents.
Teamwork skills to:	• pro-actively and cooperatively work within teams of operational personnel to solve arising problems and effect efficient rescues.
Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.

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Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOSUP003 Paddle a stand up board in sheltered coastal waters

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group stand up paddle boarding sessions
- during each session:
  - consistently follow safety procedures and safely negotiate hazards
  - consistently control direction of stand up paddle board forward, in reverse and when turning using appropriate stance, and this range of strokes:
    - forward and reverse paddle
    - forward and reverse sweeps
    - cross bow draw
    - emergency stop
  - effectively manoeuvre the stand up paddle board by combining strokes
- participate in simulations to:
  - re-establish a flipped paddle board and remount in deep water on two occasions
  - return to shore, swimming a maximum distance of 50 metres, when separated from paddle board on two occasions
  - complete two deep water rescues to assist a single paddler re-establish a flipped paddle board and remount
  - provide two tows using a towline with a quick release system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for stand up paddle boarding activities
- exposure protection swim wear suitable for paddle boarding activities:
  - types of swim wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures and winds of different levels and extremes
  - features and uses of exposure suits of different styles and grades suited to different conditions

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- types of footwear suitable for paddle boarding including specialist footwear and when it might be required in preference to bare feet
- features and functions of lifejackets suitable for sheltered coastal water conditions and how to fit and adjust these for comfort and safety
- types of stand up paddle boards suitable for use in sheltered coastal water conditions and:
  - location and function of different parts of the board
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
  - features and use of leashes
- types of paddles suitable for use with paddle boards in sheltered coastal water conditions, different construction materials and designs, effects on performance, advantages and disadvantages
- communication protocols for group paddle boarding activities to include:
  - calls
  - hand and paddle signals, including distress signals
  - whistles
- hydrological features of sheltered coastal waters including currents, waves and tides sufficient to understand the impacts on stand up paddle boarding activities
- typical hazards associated with paddling and swimming in sheltered coastal water conditions, and techniques used to safely negotiate these:
  - currents
  - built objects – piers, navigation markers
  - steep, slippery or rocky shores
  - sections of dark, deep or cold water
  - marine animals
  - boating traffic
- techniques used in sheltered coastal waters to launch, mount, land and dismount stand up paddle boards from shore
- a range of strokes used in sheltered coastal water conditions to direct paddle board forward, in reverse and when turning:
  - forward and reverse paddle
  - forward and reverse sweeps
  - cross bow draw strokes
  - emergency stop
- for each of the above strokes:
  - correct posture and feet position
  - correct hand placement on paddle and movement of top and bottom hand through the stroke
  - arm and body movement required to enable correct blade placement in water
  - correct paddle entry and exit points in relation to board and body position
  - appropriate paddle depth in water to achieve effective stroke

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    - correct paddle blade angle throughout stroke
- how to effectively manoeuvre paddle boards by combining strokes and which combinations are effective
- for self rescues:
    - techniques used to flip paddle board and remount in deep water
    - methods used to control and manoeuvre the paddle and board to rescue craft and shore
    - appropriate swimming strokes and techniques - defensive and aggressive
    - techniques for taking breaks when tired from swimming - floating and treading water
- for deep water rescues, the specific application of the following to sheltered coastal water conditions and stand up paddle boards:
    - raft up techniques
    - approach and flip technique
    - techniques for using a towline with a quick release system including appropriate knots and how to tie them
    - roles and responsibilities that can be allocated to team members and participants to effectively complete a rescue.

Assessment Conditions

Skills must be demonstrated in sheltered coastal waters which can be:

- estuaries
- embayments
- areas enclosed or partly enclosed by islands or a fringing reef
- areas of exposed coastline with surf but without overfalls and tidal races present.

The environment must feature the following:

- water with small waves up to 0.5 metre with no difficult landings
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during stand up paddle boarding activities
- exposure protection swim wear suitable for conditions, and exposure suits as required
- when required by local regulations, Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location

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- pea-less whistles not affected by water
- stand up paddle boards and leashes
- paddles
- rescue equipment:
  - towlines
  - knives
- activity plans to include details of planned route
- template safety checklists
- organisational safety and emergency response procedures for paddle boarding activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a stand up paddle boarding instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSUP004 Lead stand up paddle boarding activities on inland flatwater

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct or guide dependent participants during paddle boarding activities on flatwater areas according to predetermined plans. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct stand up paddle boarding techniques applicable to flatwater conditions. To do this, instructors and guides must be proficient in paddle boarding skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to instructors and guides who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Stand up paddle boarding

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare session plans.	1.1. Identify and evaluate participant needs, characteristics, and current paddle boarding skills. 1.2. Determine activity objectives to meet identified participant needs. 1.3. Develop session plans to include appropriate exercises for participants and their stage of skills acquisition.
2. Prepare equipment and participants.	2.1. Select a suitable area for paddle boarding activities according to current conditions. 2.2. Assess characteristics, condition and paddle boarding capability of participants, as they present, and obtain informed consent. 2.3. Confirm participants have exposure protection swim wear appropriate for anticipated conditions. 2.4. Select and set up equipment and exposure suits, as required, to match participants and prevailing conditions; complete safety checks. 2.5. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 2.6. Direct and assist participants to fit and adjust equipment and exposure protection wear; check comfort and safety of fit.
3. Brief participants and demonstrate stand up paddle boarding techniques applicable to flatwater conditions.	3.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 3.2. Encourage participants to ask questions and seek advice before and during session. 3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 3.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 3.5. Demonstrate and explain correct techniques appropriate for the activity.

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	3.6. Form a raft up of participants, as required, for demonstrations. 3.7. Check and confirm participant ability to use and control equipment before activity commencement. 3.8. Check matching of equipment and activities to participants and amend as required.
4. Lead flatwater paddle boarding activities.	4.1. Prepare participants for activity using warm up exercises. 4.2. Implement recreational instruction techniques to impart skills and knowledge for flatwater paddle boarding skills. 4.3. Provide clear and accurate instructions and or demonstrations throughout the session. 4.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 4.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during flatwater paddle boarding activities.	5.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 5.3. Respond immediately to adverse participant reactions and hazardous situations. 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 5.5. Amend activities if risk is unacceptable; cease activities when required. 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.	6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 6.2. Notify relevant personnel of activity completion. 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.4. Document any equipment faults and incidents including injuries and near misses. 6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the activities • use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSUP004 Lead stand up paddle boarding activities on inland flatwater

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three stand up paddle boarding sessions for a group of participants according to predetermined session plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for stand up paddle boarding activity sessions
- format and inclusions of session plans
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to stand up paddle boarding activities in flatwater conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the choice of sessional activities and selection of equipment and exposure suits:
    - age, size and weight
    - current experience in paddle boarding and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - a range of warm-up exercises
  - potential hazards and associated risks and safety procedures used to manage these
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated on inland flatwater areas which can be lakes, dams or slow moving rivers. The environment must feature the following:

- less than moderate wind conditions
- current flow is consistently documented as less than 1 knot.

An area for assessment should not be classified as flatwater if any of the following conditions are present:

- rapids of any grade
- surf of any size
- fetch greater than 1 nautical mile.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual instructs or guides
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:

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    - activity modifications for prevailing conditions and participant needs
    - arising safety risks
    - emergency situations
    - equipment faults
- exposure protection swim wear suitable for conditions, and exposure suits as required
- pea-less whistles not affected by water
- stand up paddle boards and leashes
- paddles
- participant profiles to include:
    - age, size and weight
    - current experience in surfing and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
- template:
    - session plans
    - safety checklists
    - participant informed consents
    - equipment fault reports
    - incident reports
- organisational safety, emergency response and first aid procedures for stand up paddle boarding activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a stand up paddle boarding instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSUP005 Lead stand up paddle boarding activities on small waves

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct or guide dependent participants during paddle boarding activities in small wave conditions according to predetermined plans. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct basic paddle board surfing manoeuvres applicable to small wave conditions. To do this, instructors and guides must be proficient in paddle boarding skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to instructors and guides who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Stand up paddle boarding

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare session plans.	1.1. Identify and evaluate participant needs, characteristics, and current paddle boarding skills. 1.2. Determine activity objectives to meet identified participant needs. 1.3. Develop session plans to include appropriate exercises for participants and their stage of skills acquisition.
2. Prepare equipment and participants.	2.1. Select a suitable area for paddle boarding activities according to current conditions. 2.2. Assess characteristics, condition and paddle boarding capability of participants, as they present, and obtain informed consent. 2.3. Confirm participants have exposure protection surf wear appropriate for anticipated conditions. 2.4. Select and set up equipment and exposure suits, as required, to match participants and prevailing conditions; complete safety checks. 2.5. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 2.6. Direct and assist participants to fit and adjust equipment and exposure protection wear; check comfort and safety of fit.
3. Brief participants and demonstrate basic paddle board surfing manoeuvres applicable to small wave conditions.	3.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 3.2. Encourage participants to ask questions and seek advice before and during session. 3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 3.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 3.5. Demonstrate and explain correct techniques appropriate for the activity.

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	3.6. Check and confirm participant ability to use and control equipment before activity commencement. 3.7. Check matching of equipment and activities to participants and amend as required.
4. Lead paddle boarding activities in small wave conditions.	4.1. Prepare participants for activity using warm up exercises. 4.2. Implement recreational instruction techniques to impart skills and knowledge for paddle boarding skills. 4.3. Provide clear and accurate instructions and or demonstrations throughout the session. 4.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 4.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during paddle boarding activities in small wave conditions.	5.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 5.3. Respond immediately to adverse participant reactions and hazardous situations. 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 5.5. Amend activities if risk is unacceptable; cease activities when required. 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.	6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 6.2. Notify relevant personnel of activity completion. 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.4. Document any equipment faults and incidents including injuries and near misses. 6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the activities • use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSUP005 Lead stand up paddle boarding activities on small waves

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three stand up paddle boarding sessions for a group of participants according to predetermined session plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for stand up paddle boarding activity sessions
- format and inclusions of session plans
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to stand up paddle boarding activities in small wave conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the choice of sessional activities and selection of equipment and exposure suits:
    - age, size and weight
    - current experience in paddle boarding and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - a range of warm-up exercises
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in a surfing environment which features the following:

- small breaking waves up to 0.5 metre
- beach breaks with sand bottom
- areas free from rips
- water depth of chest height or less.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual instructs or guides
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- exposure protection surf wear suitable for conditions, and exposure suits as required
- pea-less whistles not affected by water

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- stand up paddle boards and leashes
- paddles
- participant profiles to include:
  - age, size and weight
  - current experience in surfing and skill level
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
  - emotional, behavioural and intellectual ability or disability
- template:
  - session plans
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for stand up paddle boarding activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a stand up paddle boarding instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOSUP006 Lead stand up paddle boarding activities in sheltered coastal waters

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct or guide dependent participants during paddle boarding activities in sheltered coastal waters according to predetermined plans. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct stand up paddle boarding techniques applicable to sheltered coastal waters. To do this, instructors and guides must be proficient in paddle boarding skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to instructors and guides who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Stand up paddle boarding

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare session plans.	1.1. Identify and evaluate participant needs, characteristics, and current paddle boarding skills. 1.2. Determine activity objectives to meet identified participant needs. 1.3. Develop session plans to include appropriate exercises for participants and their stage of skills acquisition.
2. Prepare equipment and participants.	2.1. Select a suitable area for paddle boarding activities according to current conditions. 2.2. Assess characteristics, condition and paddle boarding capability of participants, as they present, and obtain informed consent. 2.3. Confirm participants have exposure protection swim wear appropriate for anticipated conditions. 2.4. Select and set up equipment, exposure suits and lifejackets, as required, to match participants and prevailing conditions; complete safety checks. 2.5. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 2.6. Direct and assist participants to fit and adjust equipment; exposure protection wear and lifejackets, as required; check comfort and safety of fit.
3. Brief participants and demonstrate stand up paddle boarding techniques applicable to sheltered coastal waters.	3.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 3.2. Encourage participants to ask questions and seek advice before and during session. 3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 3.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 3.5. Demonstrate and explain correct techniques appropriate for the activity.

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	3.6. Form a raft up of participants, as required, for demonstrations. 3.7. Check and confirm participant ability to use and control equipment before activity commencement. 3.8. Check matching of equipment and activities to participants and amend as required.
4. Lead paddle boarding activities in sheltered coastal waters.	4.1. Prepare participants for activity using warm up exercises. 4.2. Implement recreational instruction techniques to impart skills and knowledge for paddle boarding skills. 4.3. Provide clear and accurate instructions and or demonstrations throughout the session. 4.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 4.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during paddle boarding activities in sheltered coastal waters.	5.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 5.3. Respond immediately to adverse participant reactions and hazardous situations. 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 5.5. Amend activities if risk is unacceptable; cease activities when required. 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.	6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 6.2. Notify relevant personnel of activity completion. 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.4. Document any equipment faults and incidents including injuries and near misses. 6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the activities • use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOSUP006 Lead stand up paddle boarding activities in sheltered coastal waters

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three stand up paddle boarding sessions for a group of participants according to predetermined session plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for stand up paddle boarding activity sessions
- format and inclusions of session plans
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants

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- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to stand up paddle boarding activities in sheltered coastal waters:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the choice of sessional activities and selection of equipment, exposure suits and lifejackets:
    - age, size and weight
    - current experience in paddle boarding and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - a range of warm-up exercises
  - potential hazards and associated risks and safety procedures used to manage these
  - raft up techniques used for group demonstration and instruction.

Assessment Conditions

Skills must be demonstrated in sheltered coastal waters which can be:

- estuaries
- embayments
- areas enclosed or partly enclosed by islands or a fringing reef
- areas of exposed coastline with surf but without overfalls and tidal races present.

The environment must feature the following:

- water with swell up to 0.5 metre with no difficult landings
- ideally moderate winds of 11-16 knots (Beaufort Scale); winds could vary but warnings should not exceed moderate wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual instructs or guides
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:

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    - activity modifications for prevailing conditions and participant needs
    - arising safety risks
    - emergency situations
    - equipment faults
- exposure protection swim wear suitable for conditions, and exposure suits as require
- when required by local regulations, Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements for the location
- pea-less whistles not affected by water
- stand up paddle boards and leashes
- paddles
- participant profiles to include:
    - age, size and weight
    - current experience in surfing and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
- template:
    - session plans
    - safety checklists
    - participant informed consents
    - equipment fault reports
    - incident reports
- organisational safety, emergency response and first aid procedures for stand up paddle boarding activity sessions.

stand up paddle boarding activity sessions

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a stand up paddle boarding instructor or guide, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOWIN001 Windsurf in smooth water and light wind conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to sail a sailboard in light wind conditions within smooth waters using fundamental manoeuvres. It requires the ability to launch, land and sail, steer on all points of sail, to tack and gybe and to self rescue.

This unit provides the skills to windsurf in smooth water conditions found within rivers, creeks, lakes, inlets, and waters within breakwaters, revetments or enclosed coastal bays. Smooth water could feature small formed rippled wavelets which do not break but can include no more than small breaking white capping waves up to 0.5 metre. Riders at this level can sail boards in light winds up to 10 knots (Beaufort Scale).

It applies to leaders, guides or instructors, who use these skills when leading participants during windsurfing activities. Leadership skills are provided in complementary units. The unit can also apply to assistants and support staff.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Recreational boating is regulated by specific laws in each Australian state and territory with variable rules. General and specific waterway rules apply to the operation of sailboards. All training and assessment activities must comply with the local state or territory requirements. No occupational licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Windsurfing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the sail.	1.1. Select lifejacket, exposure protection swim wear or exposure suit suitable for conditions, and check for safe working condition. 1.2. Select a suitable site for windsurfing activities according to current conditions. 1.3. Confirm activity safety and emergency response procedures to ensure compliance during activities. 1.4. Confirm protocols for communications between party members and with other water users. 1.5. Fit and adjust exposure protection wear and lifejacket to ensure comfort and safety.
2. Rig sailboard.	2.1. Ensure sail size is appropriate for personal use. 2.2. Rig windsurf sail, using appropriate tension, boom heights and adjustments for self, and tie off loose ends. 2.3. Carry rigged sail and board to launch site separately, and attach to board for sailing.
3. Launch sailboard.	3.1. Determine wind direction to enable easy launching. 3.2. Launch sailboard from shore while maintaining stability. 3.3. Climb on board and position one foot on either side of mast, evenly spaced and on centre line. 3.4. Uphaul sailboard in shallow water using straight back and bent knees, and maintain a stable neutral position.
4. Manoeuvre the sailboard.	4.1. Comply with waterway rules throughout all activities, including use of sailboard within permitted areas. 4.2. Determine sailing direction and move off, on a beam reach, at right angles to wind, using crossover technique and appropriate stance. 4.3. Control power by easing the sheet hand. 4.4. Steer and turn sailboard by leaning rig forward over the bow and backward over stern. 4.5. Use tacking and close hauling to achieve upwind goals. 4.6. Manoeuvre sailboard around a triangular course and

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	steer sailboard efficiently on all points of sail. 4.7. Safely approach, and negotiate obstacles and hazards to minimise risk of injury. 4.8. Perform emergency stops to avoid collision, and use techniques to avoid head injury when falling windward.
5. Rescue self.	5.1. Complete a full self rescue according to organisational safety procedures. 5.2. Implement alternate rescue strategies if self rescue fails.
6. Land and secure sailboards	6.1. Land and climb off sailboard at shore while maintaining stability. 6.2. De-rig and pack all components. 6.3. Secure sailboard for road transport using suitable methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communications skills to:	• use clear and unambiguous verbal and non-verbal communications to make intent known.

Numeracy skills to:	• interpret and calculate numerical data involving:
	  • direction and speed of wind and currents
	  • angles that relate to points of sail and tacking manoeuvres.

Planning and organising skills to:	• manage own timing to complete activities within planned timeframes.
Self-management skills to:	• critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SISOWIN001 Windsurf in smooth water and light wind conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three group windsurfing sessions
- during each session consistently:
  - follow safety procedures and safely negotiate hazards
  - follow waterway rules and use etiquette applicable to windsurfing
  - utilise effective techniques to:
    - rig sailboards to suit personal requirements
    - launch and land sailboards under control
    - power, steer and turn sailboards under control on a marked course
- participate in simulations to complete three self rescues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for windsurfing activities
- exposure protection swim wear suitable for windsurfing activities:
  - types of swim wear and fabrics that protect against the effects of weather and water conditions including sun, temperatures and winds of different levels
  - features and uses of exposure suits, booties and gloves of different styles and grades suited to different conditions
- features and functions of lifejackets suitable for smooth water conditions and how to fit and adjust these for comfort and safety
- types of sailboards suitable for use in smooth water conditions and:
  - location and function of different parts of the sailboard
  - different construction materials, effects on performance, advantages and disadvantages
  - design features, handling characteristics and limitations: manoeuvrability, stability and speed
- communication protocols for windsurfing activities to include:
  - calls
  - hand signals

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    - international distress signals
- the impact of the following on selection of windsurfing location, and on launching, landing and manoeuvring sailboards:
    - tides, currents, waves and rips
    - on, cross, and off shore winds
- the meaning of the following terminology used for windsurfing:
    - port
    - starboard
    - windward, upwind
    - leeward, downwind
    - cross wind
    - luffing up
    - bearing away
- safe manual handling techniques used to lift and carry sailboards
- equipment features and techniques used to secure sailboards for transportation
- techniques and knots used to rig windsurf sails, correct tensions, boom height and how to adjust to suit personal requirements
- techniques used to climb on, launch, land and climb off sailboards from shore
- fundamental windsurfing manoeuvres and techniques for tacking and gybing
- points of sail and all associated terminology
- the "no go zone" and how to get upwind
- principle of tacking upwind and gybing downwind
- typical hazards associated with windsurfing, and techniques used to safely negotiate these:
    - currents
    - rips
    - built objects – piers, navigation markers
    - steep, slippery or rocky shores
    - sections of dark, deep or cold water
    - marine animals
    - boating traffic
- for self rescues:
    - reasons why a self rescue may be required:
        - lack of wind or wind strength beyond personal limitations
        - equipment failure
        - injury
    - methods used to reboard sailboard in deep water
    - methods used to dismantle sail rig and secure to sailboard
    - methods used to paddle the board prone back to shore
- rules specific to the operation of sailboards and specific to the local state or territory:
    - give way rules – passing, crossing and overtaking powered and non-powered vessels

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- distance limitations ("distance off") – rules for swimmers, designated swimming zones, dive flags, unpowered and powered vessels stationary or underway, moored or anchored vessels, built structures (bridges, jetties, navigation markers)
- prohibited local areas – also called "exclusion" and "no go zones"
- incident reporting requirements including those for verbal and written reports
- life jacket requirements for the location
- etiquette applicable to windsurfing, that used between windsurfers and with other users.

Assessment Conditions

Skills must be demonstrated in smooth water conditions which can be within rivers, creeks, lakes, inlets, and waters within breakwaters, revetments or enclosed coastal bays.

The environment must feature the following:

- smooth water defined as water which features small formed rippled wavelets which do not break, or no more than small breaking white capping waves up to 0.5 metre
- ideally light winds up to 10 knots (Beaufort Scale); winds could vary but warnings should not exceed light wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants with whom the individual interacts during windsurfing activities
- exposure protection swim wear suitable for conditions, and exposure suits as required
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements
- sailboards suitable for use in smooth water and light wind conditions and for fundamental windsurfing
- ropes and tie down straps for transportation
- information on tides, depths, currents and other expected water conditions
- organisational safety and emergency response procedures for windsurfing activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- have a collective period of at least three years' experience as a windsurfing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency ; the three years' experience can incorporate full and or part time experience.

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SISOWIN002 Lead windsurfing activities in smooth water and light wind conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise dependent participants during windsurfing activities in smooth water conditions according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct windsurfing techniques applicable to smooth water and light wind conditions. To do this, leaders must be proficient in windsurfing skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to leaders who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Windsurfing

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Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment and participants.	1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent. 1.2. Confirm participants have exposure protection swim wear appropriate for anticipated conditions. 1.3. Select and set up equipment and lifejackets, and exposure suits, as required to match participants and prevailing conditions; complete safety checks. 1.4. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 1.5. Direct and assist participants to fit and adjust exposure protection wear and lifejackets; check comfort and safety of fit.
2. Brief participants and demonstrate windsurfing techniques applicable to smooth water and light wind conditions.	2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 2.2. Encourage participants to ask questions and seek advice before and during session. 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 2.5. Demonstrate and explain correct techniques appropriate for the activity. 2.6. Check and confirm participant ability to use and control equipment before activity commencement. 2.7. Check matching of equipment and activities to participants and amend as required.
3. Lead and supervise windsurfing activities in smooth water and	3.1. Supervise activity according to designated role, adjusting position and role as required.

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light wind conditions.	3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity. 3.3. Provide clear and accurate instructions and or demonstrations throughout the session. 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during windsurfing activities in smooth water and light wind conditions.	4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. 4.3. Respond immediately to adverse participant reactions and hazardous situations. 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. 4.5. Amend activities if risk is unacceptable; cease activities when required. 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.	5.1. Debrief participants and encourage discussion on their technique and satisfaction with session. 5.2. Notify relevant personnel of activity completion. 5.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 5.4. Document any equipment faults and incidents including injuries and near misses. 5.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures.
Writing skills to:	• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOWIN002 Lead windsurfing activities in smooth water and light wind conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three windsurfing sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
  - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
  - respond to a total of three different immediate safety risks that have arisen during activities
  - respond to a total of two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for windsurfing activity sessions
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
  - build group cohesion
  - motivate and encourage participants to keep them engaged and challenged
  - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

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- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to windsurfing activities in smooth water and light wind conditions:
  - roles and responsibilities of different activity leaders and support staff
  - communication protocols used between participants and leaders during activities
  - how characteristics of participants affect the selection of equipment, exposure suits and lifejackets:
    - age, size and weight
    - current experience in the recreational activity and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability
  - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in smooth water conditions which can be within rivers, creeks, lakes, inlets, and waters within breakwaters, revetments or enclosed coastal bays.

The environment must feature the following:

- smooth water defined as water which features small formed rippled wavelets which do not break, or no more than small breaking white capping waves up to 0.5 metre
- ideally light winds up to 10 knots (Beaufort Scale); winds could vary but warnings should not exceed light wind conditions.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults
- exposure protection swim wear suitable for conditions, and exposure suits as required

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- Australian Standard, or equivalent, compliant lifejackets of a grade that meets maritime regulator requirements
- sailboards suitable for use in smooth water and light wind conditions and for fundamental windsurfing
- activity plans
- template:
  - safety checklists
  - participant informed consents
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for windsurfing activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a windsurfing leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

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SISSAFL001 Participate in Australian football at an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical Australian football skills at an intermediate level through participation in Australian football training sessions and competitions.

This unit applies to athletes in the Australian sport industry competing in Australian football at a regional, state or national level.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Australian football

Unit Sector

Sport

Elements and Performance Criteria

Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in intermediate level Australian football activities.	1.1. Interpret and apply Australian football rules, regulations and policies to Australian football participation. 1.2. Participate in Australian football training activities and competitions in a safe manner, according to organisational policies and procedures. 1.3. Link and perform intermediate level Australian football skills to form a sequence of movements in practice and

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	competition conditions. 1.4. Communicate with team members and coach during activities using Australian football communication systems and terminology.
2. Prepare to compete in Australian football at an intermediate level.	2.1. Consult with coach to identify intermediate tactical and technical Australian football skills to be developed. 2.2. Participate in training activities to develop identified intermediate level tactical and technical Australian football skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for Australian football competitions.
3. Implement Australian football game plan at an intermediate level.	3.1. Implement game plans during competition. 3.2. Interpret Australian football game statistics to identify and implement adjustments to improve intermediate level performance during competition. 3.3. Maintain communication with team members and coach before, during and after competitions.
4. Review intermediate level Australian football performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own intermediate level Australian football performance. 4.2. Analyse Australian football competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own intermediate level Australian football performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future intermediate level Australian football training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.

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Problem-solving skills to:
- read play
- respond to environmental conditions.

Unit Mapping Information

No equivalent unit

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Assessment Requirements for SISSAFL001 Participate in Australian football at an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in Australian football at an intermediate level that involves:
  - complying with Australian football rules, regulations and policies
  - performing intermediate level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing intermediate level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with team members, coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in Australian football at an intermediate level
- tactical and technical fundamentals of Australian football for intermediate level athletes:
  - tactical:
    - team set-up
    - centre bounce
    - free kicks
    - kick outs
    - patterns of play in attack
    - patterns of play in defence
  - technical:
    - offensive skills
    - checking skills
    - positional skills
    - specialist skills
- Australian football biomechanical principles

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- types, characteristics, function and safe use of Australian football equipment, facilities and technological aids
- types of strengths and weaknesses of intermediate level Australian football athletes:
  - physical
  - tactical
- training activities for intermediate level Australian football athletes:
  - intermediate skill drills
  - warm-ups and cool-downs
  - grid work
  - manual work
- competitions and pathways for intermediate level Australian football athletes
- types and contents of game plans for intermediate level Australian football athletes
- types and methods of analysing competition statistics for intermediate level Australian football athletes
- types and potential impacts of environmental conditions
- intermediate level Australian football rules, regulations and policies
- methods for self reflection
- Australian football communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- an Australian football environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- Australian football rules, regulations and policies
- organisational policies and procedures applicable to participating in Australian football at an intermediate level
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- Australian football equipment and facilities with marked-out fields
- Australian football opposition team competing at an intermediate level, coach, officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSAFL002 Participate in Australian football at an advanced level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical Australian football skills at an advanced level through participation in Australian football training sessions and competitions.

This unit applies to athletes in the Australian sport industry competing in Australian football at a regional, state or national level.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Australian football

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in advanced level Australian football activities.	1.1. Interpret and apply Australian football rules, regulations and policies to Australian football participation. 1.2. Participate in Australian football training activities and competitions in a safe manner, according to

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	organisational policies and procedures. 1.3. Link and perform advanced level Australian football skills to form a sequence of movements in practice and competition conditions. 1.4. Communicate with team members and coach during activities using Australian football communication systems and terminology.
2. Prepare to compete in Australian football at an advanced level.	2.1. Consult with coach to identify advanced tactical and technical Australian football skills to be developed. 2.2. Participate in training activities to develop identified advanced level tactical and technical Australian football skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for Australian football competitions.
3. Implement Australian football game plan at an advanced level.	3.1. Implement game plans during competition. 3.2. Interpret Australian football game statistics to identify and implement adjustments to improve advanced level performance during competition. 3.3. Maintain communication with team members and coach before, during and after competitions.
4. Review advanced level Australian football performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own advanced level Australian football performance. 4.2. Analyse Australian football competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own advanced level Australian football performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future advanced level Australian football training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.

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Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play • respond to environmental conditions.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSAFL002 Participate in Australian football at an advanced level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in Australian football at an advanced level that involves:
  - complying with Australian football rules, regulations and policies
  - performing advanced level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing advanced level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with team members, coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in Australian football at an advanced level
- tactical and technical fundamentals of Australian football for advanced level athletes:
  - tactical:
    - team set-up
    - centre bounce
    - free kicks
    - kick outs
    - patterns of play in attack
    - patterns of play in defence
  - technical:
    - offensive skills
    - checking skills
    - positional skills
    - specialist skills
- Australian football biomechanical principles

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- types, characteristics, function and safe use of Australian football equipment, facilities and technological aids
- types of strengths and weaknesses of advanced level Australian football athletes:
  - physical
  - tactical
- training activities for advanced level Australian football athletes:
  - advanced skill drills
  - warm-ups and cool-downs
  - grid work
  - manual work
- competitions and pathways for advanced level Australian football athletes
- types and contents of game plans for advanced level Australian football athletes
- types and methods of analysing competition statistics for advanced level Australian football athletes
- types and potential impacts of environmental conditions
- advanced level Australian football rules, regulations and policies
- methods for self reflection
- Australian football communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- an Australian football environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- Australian football rules, regulations and policies
- organisational policies and procedures applicable to participating in Australian football at an advanced level
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- Australian football equipment and facilities with marked-out fields
- Australian football opposition team competing at an advanced level, coach, officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSATH001 Conduct athletics coaching sessions with foundation level participants

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in athletics.

This unit applies to individuals working under supervision in community based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Athletics

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for athletics sessions with foundation level participants.	1.1. Confirm assigned athletics session duties with supervisor. 1.2. Interpret athletics session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements.

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	1.4. Select and check equipment and resources for wear and tear and report to supervisor. 1.5. Report athletics session set-up problems to supervisor.
2. Conduct athletics sessions with foundation level participants.	2.1. Communicate and confirm foundation level participant understanding of athletics session activity instructions and safe participation requirements. 2.2. Communicate and model athletics participation behaviour standards. 2.3. Present, sequence and pace athletics session activities to meet athletics session plans. 2.4. Instruct and demonstrate safe athletics techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities.
3. Complete athletics sessions with foundation level participants.	3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in athletics sessions to identify wear and tear and report to supervisor. 3.4. Pack up athletics equipment, resources and refreshments according to organisational policies and procedures.
4. Review athletics sessions.	4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage foundation level participants • use active listening and questioning to give and receive

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	instructions and confirm understanding • interact with foundation level participants in a polite and positive manner.
Numeracy skills to:	• estimate time and space requirements for athletics session activities.
Planning and organising skills to:	• complete assigned duties in a timely manner according to session plans and supervisor instructions.

Unit Mapping Information

SISSATH201A Teach the fundamental skills of athletics

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSATH001 Conduct athletics coaching sessions with foundation level participants

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three athletics coaching sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to conducting athletics coaching sessions with foundation level participants
- athletics tactical and technical fundamentals for foundation level participants:
  - repetition:
    - running
    - jumping
    - throwing
  - physical fitness:
    - strength
    - flexibility
    - endurance
    - speed
    - power
- organisational layout of athletics activities
- athletics equipment and resources:
  - reverse board
  - tumble mat
  - folding hurdles
  - high stepper
  - high jump bed, bar and stands
  - safe set-up and lay-out
  - safe condition

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    - safe use
    - safe pack up
- athletics rules, regulations and policies applicable to coaching foundation level athletes
- athletics safe participation requirements:
    - obeying the rules
    - use of protective equipment
    - hydration
- coaching communication styles for foundation level participants:
    - instruction
    - demonstration
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- behaviours expected of an assistant coach:
    - promoting positive interaction and participation
    - using acceptable language
    - arriving on time
    - using self reflection to identify areas for improvement
- methods to:
    - instruct safe use of equipment and techniques
    - instruct safe sport techniques
    - instruct warm-up, skill development and cool-down activities
    - establish behaviour standards
    - promote cooperation and good relationships
    - demonstrate techniques
    - encourage interaction and participation
    - give and receive feedback
    - respond to questions
    - report problems to supervisor
- athletics session plan elements
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in athletics. This can be a workplace or simulated environment.

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Assessment must ensure access to:

- first aid kit
- drinking water
- athletics rules, regulations and policies applicable to coaching foundation level participants
- athletics facilities, equipment and resources:
  - reverse board
  - tumble mat
  - folding hurdles
  - high stepper
  - high jump bed, bar and stands
- organisational safety, emergency response and first aid procedures for athletics.

Assessment must ensure use of:

- athletics session plan
- a supervisor and athletics foundation level participants to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSBSB001 Conduct basketball coaching sessions with foundation level participants

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in basketball.

This unit applies to individuals working under supervision in community based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Basketball

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for basketball sessions with foundation level participants.	1.1. Confirm assigned basketball session duties with supervisor. 1.2. Interpret basketball session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements.

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	1.4. Select and check equipment and resources for wear and tear and report to supervisor. 1.5. Report basketball session set-up problems to supervisor.
2. Conduct basketball sessions with foundation level participants.	2.1. Communicate and confirm foundation level participant understanding of basketball session activity instructions and safe participation requirements. 2.2. Communicate and model basketball participation behaviour standards. 2.3. Present, sequence and pace basketball session activities to meet basketball session plans. 2.4. Instruct and demonstrate safe basketball techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities.
3. Complete basketball sessions with foundation level participants.	3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in basketball sessions to identify wear and tear and report to supervisor. 3.4. Pack up basketball equipment, resources and refreshments according to organisational policies and procedures.
4. Review basketball sessions.	4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record attendance.
Oral communications	• use age-appropriate language to engage foundation level participants

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skills to:	• use active listening and questioning to give and receive instructions and confirm understanding • interact with foundation level participants in a polite and positive manner.
Numeracy skills to:	• estimate time and space requirements for basketball session activities.
Planning and organising skills to:	• complete assigned duties in a timely manner according to session plans and supervisor instructions.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSBSB001 Conduct basketball coaching sessions with foundation level participants

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three basketball coaching sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to conducting basketball coaching sessions with foundation level participants
- basketball tactical and technical fundamentals for foundation level participants:
  - tactical:
    - individual player tactics
    - whole of team tactics
    - individual and team offence and defence
  - technical:
    - game sense and decision making at a fundamental level
    - basic body movement with a ball
    - basic movement without a ball
    - jumping
    - running technique
    - moving the ball
    - basic passing and receiving
    - getting the ball
    - shooting
    - lay ups and footwork
    - individual defensive skills
    - body position
- organisational layout of basketball activities
- basketball equipment and resources:

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  - basketballs
  - uniforms
  - footwear
  - whistles
  - stop watch
  - cones
  - clock
  - bench
  - backboard
  - ring and net
  - scoresheet
  - basketball courts
  - safe set-up and lay-out
  - safe condition
  - safe use
  - safe pack up
- basketball rules, regulations and policies applicable to coaching foundation level participants
- basketball safe participation requirements:
  - obeying the rules
  - use of protective equipment
  - hydration
- coaching communication styles for foundation level participants:
  - instruction
  - demonstration
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- behaviours expected of an assistant coach:
  - promoting positive interaction and participation
  - using acceptable language
  - arriving on time
  - using self reflection to identify areas for improvement
- methods to:
  - instruct safe use of equipment and techniques
  - instruct safe sport techniques
  - instruct warm-up, skill development and cool-down activities

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    - establish behaviour standards
    - promote cooperation and good relationships
    - demonstrate techniques
    - encourage interaction and participation
    - give and receive feedback
    - respond to questions
    - report problems to supervisor
- basketball session plan elements
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in basketball. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- basketball rules, regulations and policies applicable to coaching foundation level participants
- Basketball Australia rules and code of behaviour
- basketball facilities, equipment and resources:
    - clock
    - bench
    - backboards
    - marked court
    - electronic or manual scoring system
    - ring and net
    - uniform
    - whistle
    - basketballs
- organisational safety, emergency response and first aid procedures for basketball.

Assessment must ensure use of:

- basketball session plan
- a supervisor and basketball foundation level participants to be coached.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSBSB002 Coach basketball participants up to an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach basketball participants up to an intermediate level.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in basketball clubs and organisations.

Specific industry accreditation requirements apply to basketball coaching accreditation and information should be obtained from Basketball Australia.

Pre-requisite Unit

Nil

Competency Field

Basketball

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan basketball sessions for participants up to an intermediate level.	1.1. Gather and review basketball participant information to assess participants up to an intermediate level developmental readiness. 1.2. Set basketball session objectives to meet participants up to an intermediate level developmental readiness. 1.3. Determine session content to address basketball session

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	objectives. 1.4. Select coaching practices to meet basketball session objectives. 1.5. Develop and document basketball session plans for participants up to an intermediate level.
2. Prepare basketball sessions for participants up to an intermediate level.	2.1. Prepare facilities, equipment and resources to meet basketball session plan requirements. 2.2. Select and set up equipment for safe use by participants up to an intermediate level. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to participants up to an intermediate level safety.
3. Conduct basketball sessions for participants up to an intermediate level.	3.1. Communicate and confirm understanding of basketball session activity instructions and safe participation requirements by participants up to an intermediate level. 3.2. Present, sequence and pace basketball session activities according to basketball session plans. 3.3. Select and use communication styles to achieve basketball session objectives. 3.4. Observe practice of participants up to an intermediate level to assess participant ability to perform activities. 3.5. Modify basketball session activities as required to meet needs of participants up to an intermediate level and environmental conditions. 3.6. Monitor basketball sessions to identify and address risks to safety of participants up to an intermediate level. 3.7. Analyse participant performance and provide feedback to participants to improve performance. 3.8. Conduct end of basketball session review to evaluate basketball session plan and inform future basketball session planning processes.
4. Promote good behaviour.	4.1. Communicate and model basketball participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address participant poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own basketball coaching practice of participants up to an intermediate level. 5.2. Reflect on own basketball coaching practice of participants up to an intermediate level to identify areas for improvement.

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5.3. Analyse findings and incorporate learnings in future basketball sessions with participants up to an intermediate level.

5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret basketball session plans • interpret documents that describe basketball organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage participants up to an intermediate level • ask open and closed questions and actively listen to determine and meet the needs of participants up to an intermediate level • interact with participants up to an intermediate level in a polite and positive manner • give basketball instructions to participants up to an intermediate level.
Numeracy skills to:	• estimate time and space requirements for basketball session activities • manage pair and group work for odd and even numbers of participants up to an intermediate level.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSBSB002 Coach basketball participants up to an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deliver coaching in basketball to participants up to an intermediate level on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching basketball participants up to an intermediate level
- tactical and technical fundamentals of basketball for participants up to an intermediate level:
  - tactical:
    - individual player tactics
    - whole of team tactics
    - individual and team offence and defence
    - offensive team tactics including off ball and on ball screening, basic zone tactics gapping zone, overloading and screening, offensive rebounding tactics designated rebounders and basic offensive and defensive transitions pressure release, and trapping defence
    - defensive team tactics including man-to-man rotation, correct zone defence and basic half court man-to-man defence
    - creating a lead
    - back-door cut
    - defensive hand and foot position
    - defensive footwork
    - defending the dribbler
    - defending the back door
    - close out technique
    - full-court defence
    - rebounding offensive transition

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    - player position
    - ball movement
    - rebounding defensive transition
    - plays to maximise weaknesses in opposition team plays
    - plays to counter strengths in opposition team plays
    - countering tactics to diminish or negate opposition player strengths such as double defending
  - technical:
    - game sense and decision making at an intermediate level
    - dribbling including handling and controlling the ball
    - passing and receiving
    - combinations of passing
    - shooting
    - rebounding
    - blocking
    - body positioning
    - jumping
    - inside defensive skills specific to playing position
    - shooting, faking and driving
    - post-play including leading and receiving
    - point guard range game
    - sealing
- analysis of movement for basketball participants up to an intermediate level
- modifying activities for basketball participants up to an intermediate level:
  - regress activities
  - progress activities
- organisational layout of basketball activities
- types of competitions and pathways for basketball participants up to an intermediate level
- basketball rules, regulations and policies applicable to coaching participants up to an intermediate level
- roles and responsibilities of basketball coaches and officials applicable to participants up to an intermediate level
- basketball session planning for participants up to an intermediate level:
  - session objectives
  - progression and regression activities and modified games
  - activities inclusive of all participants
  - designing activities that require participants to think and make meaningful decisions about basketball situations
  - linking sessions to develop and progress skills
  - group organisation
- basketball equipment and resources:

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  - selection
  - safe set-up and layout
  - safe condition
  - safe use
- basketball safe participation requirements for participants up to an intermediate level:
  - obeying the rules
  - use of protective equipment
  - hydration
- contemporary coaching practices
- coaching communication styles:
  - direct instruction
  - indirect instruction
  - demonstration
  - position of coach
  - problem solving
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- managing poor behaviour:
  - establishing behaviour standards
  - promoting cooperation and good relationships
  - common causes of poor behaviour of participants up to an intermediate level
- methods of observation and feedback during basketball sessions with participants up to an intermediate level:
  - how, what and when to observe
  - timing of feedback
- basketball session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in basketball. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit

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- drinking water
- basketball facilities, equipment and training aids:
  - clock
  - bench
  - backboards
  - marked court
  - electronic or manual scoring system
  - ring and net
  - uniform
  - whistle
  - basketballs
- organisational safety, emergency response and first aid procedures
- Basketball Australia rules, regulations and policies applicable to coaching participants up to an intermediate level.

Assessment must ensure use of:

session plan template

- basketball participants up to an intermediate level to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSCKT001 Participate in cricket at an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical cricket skills at an intermediate level through participation in cricket.

This unit applies to athletes in the Australian sport industry competing in cricket at a regional, state or national level.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cricket

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in intermediate level cricket activities.	1.1. Interpret and apply cricket rules, regulations and policies to cricket participation. 1.2. Participate in cricket training activities and competitions in a safe manner, according to organisational policies and procedures. 1.3. Link and perform intermediate level cricket skills to form a sequence of movements in practice and

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	competition conditions. 1.4. Communicate with team members and coach during activities using cricket communication systems and terminology.
2. Prepare to compete in cricket at an intermediate level.	2.1. Consult with coach to identify intermediate tactical and technical cricket skills to be developed. 2.2. Participate in training activities to develop identified intermediate level tactical and technical cricket skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for cricket competitions.
3. Implement cricket game plan at an intermediate level.	3.1. Implement game plans during competition. 3.2. Interpret cricket game statistics to identify and implement adjustments to improve intermediate level performance during competition. 3.3. Maintain communication with team members and coach before, during and after competitions.
4. Review intermediate level cricket performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own intermediate level cricket performance. 4.2. Analyse cricket competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own intermediate level cricket performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future intermediate level cricket training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with team members, coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play • respond to environmental conditions.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSCKT001 Participate in cricket at an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in cricket at an intermediate level that involves:
  - complying with cricket rules, regulations and policies
  - performing intermediate level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing intermediate level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with team members, coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in cricket at an intermediate level
- tactical and technical fundamentals of cricket for intermediate level athletes:
  - batting strategies
  - running between the wickets
  - fielding strategies and positions
  - captaincy decisions
  - game preparation
- cricket biomechanical principles
- types, characteristics, function and safe use of cricket equipment, facilities and technological aids
- types of strengths and weaknesses of intermediate level cricket athletes:
  - height
  - weight
  - preferred batting shots
  - tactical

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- training activities for intermediate level cricket athletes:
  - warm-ups and cool-downs
  - batting, bowling and fielding drills
  - catching, throwing and running drills
  - concentration drills
  - grid work
- competitions and pathways for intermediate level cricket athletes
- types and contents of game plans for intermediate level cricket athletes:
  - set plays
  - targeting opposition athletes
  - style of play
- types and methods of analysing competition statistics for intermediate level cricket athletes:
  - batting and bowling figures
  - scores
- types and potential impacts of environmental conditions
- intermediate level cricket rules, regulations and policies
- methods for self reflection
- cricket communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- a cricket environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- cricket rules, regulations and policies
- organisational policies and procedures applicable to participating in cricket at an intermediate level
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- cricket equipment and facilities with a marked-out field and pitch:
  - cricket bats
  - cricket balls
  - personal protective equipment
- cricket opposition competing at an intermediate level, coach, officials and support staff.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSCKT002 Participate in cricket at an advanced level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical cricket skills at an advanced level through participation in cricket.

This unit applies to athletes in the Australian sport industry competing in cricket at a regional, state or national level.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Cricket

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in advanced level cricket activities.	1.1. Interpret and apply cricket rules, regulations and policies to cricket participation. 1.2. Participate in cricket training activities and competitions in a safe manner, according to organisational policies and procedures. 1.3. Link and perform advanced level cricket skills to form a sequence of movements in practice and competition

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	conditions. 1.4. Communicate with team members and coach during activities using cricket communication systems and terminology.
2. Prepare to compete in cricket at an advanced level.	2.1. Consult with coach to identify advanced tactical and technical cricket skills to be developed. 2.2. Participate in training activities to develop identified advanced level tactical and technical cricket skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for cricket competitions.
3. Implement cricket game plan at an advanced level.	3.1. Implement game plans during competition. 3.2. Interpret cricket game statistics to identify and implement adjustments to improve advanced level performance during competition. 3.3. Maintain communication with team members and coach before, during and after competitions.
4. Review advanced level cricket performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own advanced level cricket performance. 4.2. Analyse cricket competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own advanced level cricket performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future advanced level cricket training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play • respond to environmental conditions.

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Range of Conditions

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSCKT002 Participate in cricket at an advanced level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in cricket at an advanced level that involves:
  - complying with cricket rules, regulations and policies
  - performing advanced level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing advanced level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with team members, coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in cricket at an advanced level
- tactical and technical fundamentals of cricket for advanced level athletes:
  - skill level for athletes at state level
  - batting
  - bowling
  - fielding and running
  - dismissals
  - slips
  - wicket keeping
- cricket biomechanical principles
- types, characteristics, function and safe use of cricket equipment, facilities and technological aids
- types of strengths and weaknesses of advanced level cricket athletes:
  - height
  - weight

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    - preferred batting shots
- training activities for advanced level cricket athletes:
    - warm ups and cool downs
    - batting, bowling, fielding drills
    - catching, throwing and running drills
    - concentration drills
    - grid work
- competitions and pathways for advanced level cricket athletes
- types and contents of game plans for advanced level cricket athletes:
    - set plays
    - targeting opposition athletes
    - identifying weaknesses in opposition team
    - style of play
- types and methods of analysing competition statistics for advanced level cricket athletes:
    - batting and bowling figures
    - scores
- types and potential impacts of environmental conditions
- advanced level cricket rules, regulations and policies
- methods for self reflection
- cricket communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- a cricket environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- cricket rules, regulations and policies
- organisational policies and procedures applicable to participating in cricket at an advanced level
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- cricket equipment and facilities with a marked-out field and pitch:
    - cricket bats
    - cricket balls
    - personal protective equipment
- cricket opposition competing at an advanced level, coach, officials and support staff.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSEQS001 Coach individual participants in the introduction of equestrian activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach individual participants in beginner equestrian activities. This unit includes planning, preparing, conducting and reviewing individual sessions.

Equestrian sport disciplines must be registered with Equestrian Australia and can include, but are not limited to, dressage, driving, eventing, jumping, para-equestrian, vaulting, show horse, endurance and reining.

This unit applies to individuals who coach participants in beginner equestrian activities relating to events and competitions. To do this, coaches must be proficient horse riders or competitors in equestrian sport.

Specific industry accreditation requirements apply to equestrian coaching accreditation and information should be obtained from Equestrian Australia.

Pre-requisite Unit

Nil

Competency Field

Equestrian

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan introductory equestrian sessions for	1.1. Gather and review introductory equestrian participant information to assess individual participant readiness.

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individual participants.	1.2. Set introductory equestrian session objectives to meet individual participant readiness. 1.3. Determine session content to address introductory equestrian session objectives. 1.4. Select coaching approaches to meet introductory equestrian session objectives. 1.5. Develop and document introductory equestrian session plans for individual participants.
2. Prepare introductory equestrian sessions for individual participants.	2.1. Prepare facilities, equipment and resources to meet introductory equestrian session plan requirements. 2.2. Select and set up equipment and confirm readiness for safe use by individual participants and horse. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to individual participants and horse safety. 2.4. Warm up horse on the lunge.
3. Conduct introductory equestrian sessions for individual participants.	3.1. Communicate and confirm individual participant understanding of introductory equestrian session activity instructions and safe participation requirements. 3.2. Assess participant on the lunge prior to session activities to confirm ability. 3.3. Modify lesson plan according to lunge assessment. 3.4. Present, sequence and pace introductory equestrian session activities to meet introductory equestrian session plans. 3.5. Select and use communication styles to achieve introductory equestrian session objectives. 3.6. Observe individual participant practice to assess participant ability to perform activities. 3.7. Modify introductory equestrian session activities as required to meet individual participant needs and environmental conditions. 3.8. Monitor introductory equestrian sessions to identify and address risks to individual participant safety. 3.9. Respond to and report first aid incidents according to organisational policies and procedures. 3.10. Analyse participant performance and provide feedback to participants to improve skills.
4. Promote good behaviour.	4.1. Communicate and model equestrian participation behaviour standards. 4.2. Identify causes of and implement strategies to address participant poor behaviour. 4.3. Use behaviour management strategies to address

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	participant poor behaviour in accordance with organisational policies and procedures.
5. Review introductory equestrian sessions for individual participants.	5.1. Monitor achievement of introductory equestrian session objectives against introductory equestrian session plan. 5.2. Conduct end of introductory equestrian session review to evaluate introductory equestrian session plan and inform future introductory equestrian session planning processes.
6. Reflect on coaching practice.	6.1. Seek feedback from others to identify areas to improve own introductory equestrian coaching practice of individual participants. 6.2. Reflect on own introductory equestrian coaching practice of individual participants to identify areas for improvement. 6.3. Analyse findings and incorporate learnings in future introductory equestrian sessions with individual participants. 6.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret introductory equestrian session plans • interpret documents that describe equestrian organisational policies and procedures.
Writing skills to:	• document introductory equestrian session plans for individual participants in required detail and format • complete incident reporting and first aid documents • record attendance.
Oral communications skills to:	• use age-appropriate language to engage individual participants • ask open and closed questions and actively listen to determine and meet individual participants needs • interact with individual participants in a polite and courteous manner • give introductory equestrian instructions to individual participants.

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Numeracy skills to:	• estimate time and space requirements for introductory equestrian session activities • sequence activities • pace introductory equestrian session activities to meet introductory equestrian session plan.
Learning skills to:	• reflect on personal coaching approaches and communication styles as part of the review process • set and monitor introductory equestrian session objectives.
Problem-solving skills to:	• respond to needs of individual participants • select strategies to address individual participant poor behaviour • respond to environmental conditions.
Planning and organising skills to:	• deliver an effective and safe session that meets animal welfare requirements.
Self-management skills to:	• complete tasks within time allowed.
Technology skills to:	• access information and record risks.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSEQS001 Coach individual participants in the introduction of equestrian activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- plan, conduct and review introductory equestrian sessions for individual participants on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching individual participants in the introduction of equestrian activities
- tactical fundamentals of introductory equestrian activities for individual participants
- technical fundamentals of introductory equestrian activities for individual participants
- analysis of movement for individual participants in introductory equestrian activities
- modifying activities for individual participants in introductory equestrian activities:
  - regress activities
  - progress activities
- organisational layout of introductory equestrian activities
- types of introductory equestrian coaching activities:
  - game sense
  - technique-centred activities
  - constraints-led approach
- types and safe use of introductory equestrian coaching equipment:
  - training aids
  - technology
- equestrian safety procedures
- types of competitions and pathways for individual participants in introductory equestrian activities
- equestrian rules, regulations and policies applicable to coaching individual participants
- roles and responsibilities of equestrian coaches and officials applicable to individual participants
- equestrian terminology and communication systems

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- equestrian needs and capabilities considerations for individual participant readiness:
  - age
  - gender
  - development stage
  - heat tolerance and hydration
  - physical ability
  - skill level
  - social characteristics
  - injury and incapacity
  - attention span
  - barriers to participation
- introductory equestrian session planning for individual participants:
  - session objectives
  - progression and regression activities and modified games
  - activities inclusive of the participant
  - contingency plans to accommodate environmental conditions
  - designing activities that require participants to think and make meaningful decisions about equestrian situations
  - linking sessions to develop and progress skills
  - introductory equestrian equipment and resources
- introductory equestrian session preparation for individual participants:
  - allocating space and resources for sessions
  - safe set-up and layout
  - equipment selection and checking
- types of introductory equestrian session risks and methods for minimising facilities, equipment, horse, resources and environmental risks
- equestrian safe participation requirements for individual participants:
  - obeying the rules
  - use of protective equipment
  - hydration
  - horse handling
- methods for creating a learning environment for individual participants
- coaching communication techniques for individual participants:
  - direct instruction
  - demonstration
  - position of coach
  - problem solving
- communication styles for individual participants:
  - active listening
  - open and closed questions

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  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- methods for making introductory equestrian sessions for individual participants:
  - encouraging self management
  - matching activities to suit the readiness of participants
  - modifying activities to maximise repetition of motor skills
  - maximising participation
  - selecting age and ability appropriate equipment
  - generating participant interest and enthusiasm
  - setting clear boundaries
  - providing challenge
- strategies for preventing and managing poor behaviour of individual participants:
  - establishing behaviour standards
- common causes of poor behaviour of individual participants
- methods of observation and feedback during introductory equestrian sessions with individual participants:
  - how, what and when to observe
  - timing of feedback
- introductory equestrian session review processes
- methods for giving verbal and non verbal feedback
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

a community based sport environment in equestrian

- a fenced horse riding arena with a safe surface for the equestrian sport discipline exercises.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate and participant learners' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and participant learners to ensure that participant and horse combination is safe.

Assessment must ensure access to:

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- human and equine first aid equipment
- drinking water
- communication equipment for emergency response
- organisational safety, emergency response and first aid procedures for introductory equestrian coaching
- Equestrian Australia rules, regulations and policies applicable to coaching participants in an equestrian sport discipline.

Assessment must ensure use of:

- tack:
  - saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
  - lunge line
  - lunge whip
- personal protective equipment:
  - riding boots
  - gloves
  - Australian Standard or equivalent compliant helmets
  - Australian Standard compliant back protectors
- equestrian sport discipline equipment
- participant profiles:
  - age, size and weight
  - current horse riding experience and skill level relevant to the equestrian sport discipline
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
- compliant and manageable horses matched to participants as above, and educated in the equestrian sport discipline
- individual participants who can already ride to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISSEQS001 Coach individual participants in the introduction of equestrian activities, or equivalent

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- have at least three years' experience in a role involving an equestrian sport discipline, and:
- hold accreditation offered by Equestrian Australia as the National Sporting Organisation, or its successor, relevant to assessing instructional skills covered by this unit.

Links

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SISSEQS002 Coach unofficial local competition competitors in equestrian

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach participants, who can already ride, to participate in unofficial local competitions in an equestrian sport discipline. This unit includes planning, preparing, conducting and reviewing individual and group sessions.

Equestrian sport disciplines must be registered with Equestrian Australia and can include, but are not limited to, dressage, driving, eventing, jumping, para-equestrian, vaulting, show horse, endurance and reining.

This unit applies to individuals working in community based coaching roles in the Australian sport industry at an introductory level as recognised by Equestrian Australia. This includes individuals working and volunteering in equestrian clubs and centres.

This unit applies to coaches who coach participants in preparation for equestrian events and competitions. To do this, coaches must be proficient horse riders or competitors in the chosen equestrian sport discipline.

Specific industry accreditation requirements apply to equestrian coaching accreditation and information should be obtained from Equestrian Australia.

Pre-requisite Unit

Nil

Competency Field

Equestrian

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan equestrian sessions for unofficial local competition participants.	1.1. Gather and review participants information to assess readiness of participants in an equestrian sport discipline. 1.2. Set equestrian session objectives to meet readiness of unofficial local competition participants. 1.3. Determine session content to address equestrian session objectives. 1.4. Select coaching approaches to meet equestrian session objectives. 1.5. Develop and document equestrian session plans for unofficial local competition participants.
2. Prepare equestrian sessions for unofficial local competition participants.	2.1. Prepare facilities, equipment and resources to meet equestrian session plan requirements. 2.2. Select and set up equipment and confirm readiness for safe use by unofficial local competition participants. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to participant safety and complete associated documentation.
3. Conduct equestrian sessions for unofficial local competition participants.	3.1. Communicate and confirm participants in an equestrian sport discipline understanding of equestrian session activity instructions and safe participation requirements. 3.2. Present, sequence and pace equestrian session activities to meet equestrian session plans. 3.3. Select and use communication styles to achieve equestrian session objectives. 3.4. Observe participants in an equestrian sport discipline practice to assess participant ability to perform activities. 3.5. Modify equestrian session activities as required to meet unofficial local competition participants needs and environmental conditions. 3.6. Monitor equestrian sessions to identify and address risks to participant safety. 3.7. Respond to and report first aid incidents according to organisational policies and procedures. 3.8. Analyse participant performance and provide feedback to participants to improve skills.
4. Promote good behaviour.	4.1. Communicate and model equestrian participation behaviour standards. 4.2. Identify causes of and implement strategies to address participant poor behaviour. 4.3. Use behaviour management strategies to address participant poor behaviour in accordance with

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	organisational policies and procedures and animal welfare standards.
5. Review equestrian sessions for unofficial local competition participants.	5.1. Monitor achievement of equestrian session objectives against equestrian session plan. 5.2. Conduct end of equestrian session review to evaluate equestrian session plan and inform future equestrian session planning processes.
6. Reflect on coaching practice.	6.1. Seek feedback from others to identify areas to improve own equestrian coaching practice of unofficial local competition participants. 6.2. Reflect on own equestrian coaching practice of unofficial local competition participants to identify areas for improvement. 6.3. Analyse findings and incorporate learnings in future equestrian sessions with unofficial local competition participants. 6.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret equestrian session plans • interpret documents that describe equestrian organisational policies and procedures.
Writing skills to:	• document equestrian session plans for unofficial local competition participants in required detail and format • complete incident reporting and first aid documents • record attendance.
Oral communications skills to:	• use age-appropriate language to engage unofficial local competition participants • ask open and closed questions and actively listen to determine and meet unofficial local competition participants needs • interact with unofficial local competition participants in a polite and courteous manner • give equestrian instructions to unofficial local competition participants.

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Numeracy skills to:	• estimate time and space requirements for equestrian session activities • sequence activities • pace equestrian session activities to meet equestrian session plan • manage pair and group work for three to five unofficial local competition participants.
Learning skills to:	• reflect on personal coaching approaches and communication styles as part of the review process • set and monitor equestrian session objectives.
Problem-solving skills to:	• respond to needs of individual unofficial local competition participants • select strategies to address unofficial local competition participant poor behaviour • respond to environmental conditions.
Teamwork skills to:	• communicate effectively with others and receive feedback.
Planning and organising skills to:	• deliver an effective and safe session that meets animal welfare requirements.
Self-management skills to:	• complete tasks within time allowed.
Technology skills to:	• access information and record risks.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSEQS002 Coach unofficial local competition competitors in equestrian

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- deliver coaching to unofficial local competition participants on three occasions for a duration of at least 60 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching unofficial local competition participants
- tactical fundamentals for unofficial local competition participants
- methods of coaching fundamental aspects of the equestrian sport discipline
- analysis of participant movement and performance for the equestrian sport discipline
- equestrian sport discipline regress and progress activities
- organisational layout of equestrian sport discipline activities
- role of equestrian coach
- types of equestrian coaching activities for coaching unofficial local competition participants
- safe handling of horses:
  - methods to warm up horses
  - methods to cool down horses
- types and safe use of equestrian sport discipline facilities and equipment
- equestrian safety procedures:
  - level of horse and matching to unofficial local competition participants
  - types of risks:
    - horse behaviour
    - mounting
    - dismounting
    - footing safety
    - distractions
    - distance between horses

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- unofficial local equestrian sport discipline competition pathways
- unofficial local equestrian sport discipline rules, regulations and policies applicable to coaching unofficial local competition participants
- role of equestrian officials in the equestrian sport discipline
- communication techniques to motivate participants and encourage interaction and participation in the equestrian sport discipline
- equestrian sport discipline communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in equestrian
- a fenced horse riding arena with a safe surface for the equestrian sport discipline exercises.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate and participant learners' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and participant learners to ensure that participant and horse combination is safe.

Assessment must ensure access to:

- human and equine first aid equipment
- drinking water
- communication equipment for emergency response
- organisational safety, emergency response and first aid procedures for equestrian coaching
- Equestrian Australia rules, regulations and policies applicable to coaching unofficial local competition participants.

Assessment must ensure use of:

- tack:
  - saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
- personal protective equipment:

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  - riding boots
  - gloves
  - Australian Standard or equivalent-compliant helmets
  - Australian Standard-compliant back protectors
- equestrian sport discipline equipment
- participant profiles:
  - age, size and weight
  - current horse riding experience and skill level relevant to the equestrian sport discipline
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
- compliant and manageable horses matched to participants as above, and educated in the equestrian sport discipline
- moderately experienced participants to be coached
- equestrian sport discipline officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISSEQS002 Coach unofficial local competition participants in equestrian, or equivalent
- have at least three years' experience in a role involving an equestrian sport discipline, and:
- hold accreditation offered by Equestrian Australia as the National Sporting Organisation, or its successor, relevant to assessing instructional skills covered by this unit.

Links

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SISSEQS003 Coach official national competition participants in equestrian

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach participants, who can already ride, to participate in official national competitions in an equestrian sport discipline. This unit includes planning, preparing, conducting and reviewing individual and group sessions.

Equestrian sport disciplines must be registered with Equestrian Australia and can include, but are not limited to, dressage, driving, eventing, jumping, para-equestrian, vaulting, show horse, endurance and reining.

This unit applies to individuals working in community based coaching roles in the Australian sport industry as recognised by Equestrian Australia. This includes individuals working and volunteering in equestrian clubs and centres.

This unit applies to coaches who coach participants in preparation for equestrian events and competitions. To do this, coaches must be proficient horse riders or competitors in the chosen equestrian sport discipline.

Specific industry accreditation requirements apply to equestrian coaching accreditation and information should be obtained from Equestrian Australia.

Pre-requisite Unit

Nil

Competency Field

Equestrian

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan equestrian sessions for official national competition participants.	1.1. Gather and review participants' information to assess readiness of participants in an equestrian sport discipline. 1.2. Set equestrian session objectives to meet readiness of official national competition participants. 1.3. Determine session content to address equestrian session objectives. 1.4. Select coaching approaches to meet equestrian session objectives. 1.5. Develop and document equestrian session plans for official national competition participants.
2. Prepare equestrian sessions for official national competition participants.	2.1. Prepare facilities, equipment and resources to meet equestrian session plan requirements. 2.2. Select and set up equipment and confirm readiness for safe use by official national competition participants. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to participant safety and complete associated documentation.
3. Conduct equestrian sessions for official national competition participants.	3.1. Communicate and confirm participants in an equestrian sport discipline understanding of equestrian session activity instructions and safe participation requirements. 3.2. Present, sequence and pace equestrian session activities to meet equestrian session plans. 3.3. Select and use communication styles to achieve equestrian session objectives. 3.4. Observe participants in an equestrian sport discipline practice to assess participant ability to perform activities. 3.5. Modify equestrian session activities as required to meet official national competition participants needs and environmental conditions. 3.6. Monitor equestrian sessions to identify and address risks to participant safety. 3.7. Respond to and report first aid incidents according to organisational policies and procedures. 3.8. Analyse participant performance and provide feedback to participants to improve skills.
4. Promote good behaviour.	4.1. Communicate and model equestrian participation behaviour standards. 4.2. Identify causes of and implement strategies to address participant poor behaviour. 4.3. Use behaviour management strategies to address participant poor behaviour in accordance with

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	organisational policies and procedures and animal welfare standards.
5. Review equestrian sessions for official national competition participants.	5.1. Monitor achievement of equestrian session objectives against equestrian session plan. 5.2. Conduct end of equestrian session review to evaluate equestrian session plan and inform future equestrian session planning processes.
6. Reflect on coaching practice.	6.1. Seek feedback from others to identify areas to improve own equestrian coaching practice of official national competition participants. 6.2. Reflect on own equestrian coaching practice of official national competition participants to identify areas for improvement. 6.3. Analyse findings and incorporate learnings in future equestrian sessions with official national competition participants. 6.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret equestrian session plans • interpret documents that describe equestrian organisational policies and procedures.
Writing skills to:	• document equestrian session plans for official national competition participants in required detail and format • complete incident reporting and first aid documents • record attendance.
Oral communications skills to:	• use age-appropriate language to engage official national competition participants • ask open and closed questions and actively listen to determine and meet official national competition participants needs • interact with official national competition participants in a polite and courteous manner • give equestrian instructions to official national competition participants.

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Numeracy skills to:	• estimate time and space requirements for equestrian session activities • sequence activities • pace equestrian session activities to meet equestrian session plan • manage pair and group work for three to five official national competition participants.
Learning skills to:	• reflect on personal coaching approaches and communication styles as part of the review process • set and monitor equestrian session objectives.
Problem-solving skills to:	• respond to needs of individual official national competition participants • select strategies to address official national competition participants' poor behaviour • respond to environmental conditions.
Teamwork skills to:	• communicate effectively with others and receive feedback.
Planning and organising skills to:	• deliver an effective and safe session that meets animal welfare requirements.
Self-management skills to:	• complete tasks within time allowed.
Technology skills to:	• access information and record risks.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSEQS003 Coach official national competition participants in equestrian

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- deliver coaching to official national competition participants on three occasions for a duration of at least 60 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching official national competition participants
- tactical fundamentals for official national competition participants
- methods of coaching fundamental aspects of the equestrian sport discipline
- analysis of participant movement and performance for the equestrian sport discipline
- equestrian sport discipline regress and progress activities
- organisational layout of equestrian sport discipline activities
- role of equestrian coach
- types of equestrian coaching activities for coaching official national competition participants
- safe handling of horses:
  - methods to warm up horses
  - methods to cool down horses
- types and safe use of equestrian sport discipline facilities and equipment
- equestrian safety procedures:
  - level of horse and matching to official national competition participants
  - types of risks:
    - horse behaviour
    - mounting
    - dismounting
    - footing safety
    - distractions
    - distance between horses

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- official national equestrian sport discipline competition pathways
- official national equestrian sport discipline rules, regulations and policies applicable to coaching official national competition participants
- role of equestrian officials in the equestrian sport discipline
- communication techniques to motivate participants and encourage interaction and participation in the equestrian sport discipline
- equestrian sport discipline communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in equestrian
- a fenced horse riding arena with a safe surface for the equestrian sport discipline exercises.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate and participant learners' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and participant learners to ensure that participant and horse combination is safe.

Assessment must ensure access to:

- human and equine first aid equipment
- drinking water
- communication equipment for emergency response
- organisational safety, emergency response and first aid procedures for equestrian coaching
- Equestrian Australia rules, regulations and policies applicable to coaching official national competition participants.

Assessment must ensure use of:

- tack:
  - saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
- personal protective equipment:

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  - riding boots
  - gloves
  - Australian Standard or equivalent-compliant helmets
  - Australian Standard-compliant back protectors
- equestrian sport discipline equipment
- participant profiles:
  - age, size and weight
  - current horse riding experience and skill level relevant to the equestrian sport discipline
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
- compliant and manageable horses matched to participants as above, and educated in the equestrian sport discipline
- experienced participants to be coached
- equestrian sport discipline officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISSEQS003 Coach official national competition participants in equestrian, or equivalent
- have at least three years' experience in a role involving an equestrian sport discipline, and:
- hold accreditation offered by Equestrian Australia as the National Sporting Organisation, or its successor, relevant to assessing instructional skills covered by this unit.
-

Links

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SISSGLF001 Coach advanced level golfers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach advanced level golfers.

This unit applies to individuals working in professional coaching roles in the Australian sport industry. This includes individuals working in golf clubs and organisations.

Specific industry accreditation requirements apply to golf coaching accreditation and information should be obtained from the Professional Golfers Association (PGA) of Australia.

Pre-requisite Unit

Nil

Competency Field

Golf

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan golf sessions for advanced level golfers.	1.1. Gather and review golfer information to assess advanced level golfer coaching needs. 1.2. Set golf session objectives to meet advanced level golfer coaching needs. 1.3. Select coaching practices to meet golf session objectives. 1.4. Develop and document golf session plans for advanced level golfer.
2. Prepare golf sessions	2.1. Prepare facilities, equipment and resources to meet golf

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for advanced level golfers.	session plan requirements. 2.2. Select and set up equipment for safe use by advanced level golfer. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to advanced level golfer safety.
3. Conduct golf sessions for advanced level golfers.	3.1. Communicate and confirm advanced level golfer understanding of golf session activity instructions and safe participation requirements. 3.2. Present, sequence and pace golf session activities according to golf session plans. 3.3. Select and use communication styles to achieve golf session objectives. 3.4. Observe advanced level golfer practice to assess golfer ability to perform activities. 3.5. Modify golf session activities as required to meet advanced level golfer needs and environmental conditions. 3.6. Monitor golf sessions to identify and address risks to advanced level golfer safety. 3.7. Analyse golfer performance and provide feedback to golfer to improve performance. 3.8. Conduct end of golf session review to evaluate golf session plan and inform future golf session planning processes.
4. Promote good behaviour.	4.1. Communicate and model the standards outlined in the PGA Membership Regulations and Coaches Code of Ethics. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address golfer poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own golf coaching practice of advanced level golfers. 5.2. Reflect on own golf coaching practice of advanced level golfers to identify areas for improvement. 5.3. Analyse findings and incorporate learnings in future golf sessions with advanced level golfers. 5.4. Seek opportunities to address identified professional development needs.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret golf session plans • interpret documents that describe golf organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage advanced level golfers • ask open and closed questions and actively listen to determine and meet advanced level golfer needs • interact with advanced level golfers in a polite and positive manner • give golf instructions to advanced level golfers.
Numeracy skills to:	• estimate time and space requirements for golf session activities • manage pair and group work for odd and even numbers of advanced level golfers.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSGLF001 Coach advanced level golfers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deliver coaching in golf to a golfer with a Golf Australia handicap of 9 or less or a golfer who is a member of the PGA of Australia, on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

organisational policies and procedures applicable to coaching advanced level golfers

- tactical and technical fundamentals of golf for advanced level golfers:
  - tactical:
    - pre-round routines
    - pre-shot and post-shot routines
    - carry distances applied to shot and club selection
    - decision making relative to understanding of own performance in competitive environment
    - strategies for shot recovery, hazards and trouble
    - dealing with delays
    - dealing with poor shots and results
  - technical:
    - shot shaping including draws and fades
    - trajectory control including high, low and medium
    - shots from lies including wet, bare, sandy and rough, divots, slopes, depression
    - shots to avoid obstacles including around, over and under
    - shots accounting for wind specialty shots including hook, punch, bump and run
    - putts requiring advanced green reading
    - ball flight laws
- analysis of movement and performance for advanced level golfers:
  - swing analysis and motion

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- swing analysis software
- putting analysis tools
- video cameras
- launch monitors and ball flight analysis equipment
- force plates and motion capture systems
- monitoring competitions to develop and modify tactics to suit the competition situation
- relying on game statistics to make adjustments
- analysing game performances to refine coaching strategies
- psychological and motivational wellbeing of golfers
- analysis of tactical strengths and weaknesses
- selecting strokes
- making decisions under pressure
- statistics:
  - fairways hit
  - greens in regulation
  - putts per hole or round
  - putts per greens in regulation
  - up and downs
  - sand saves
  - carry distances
  - wedge distance to hole
  - scrambling
- handicap and score averages
- round analysis and performance charting
- carry distance profiling
- swing analysis software
- video cameras
- modifying activities for advanced level golfers:
  - regress activities
  - progress activities
- organisational layout of golf activities
- types of competitions and pathways for advanced level golfers
- golf rules, regulations and policies applicable to coaching advanced level golfers:
  - R & A Rules of Golf
  - PGA Tour Hard Card
- types and reporting of breaches:
  - rule breaches or incorrect application of rules
  - procedural breaches and incorrect application of procedures
  - incorrect scores or results
  - breaches of etiquette

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- roles and responsibilities of golf coaches and officials:
  - club officials
  - accredited rules officials
  - tournament and Tour officials
  - tournament and match committee
- golf session planning for advanced level golfers:
  - session objectives
  - progression and regression activities and modified games
  - activities inclusive of all golfers
  - designing activities that require golfers to think and make meaningful decisions about golf situations
  - linking sessions to develop and progress skills
  - group organisation
- golf equipment and resources:
  - selection
  - safe set-up and layout
  - safe condition
  - safe use
- safe participation requirements for advanced level golfers:
  - obeying the rules
  - use of protective equipment
  - hydration
- contemporary coaching practices
- coaching communication styles:
  - direct instruction
  - indirect instruction
  - demonstration
  - position of coach
  - problem solving
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- managing poor behaviour:
  - establishing behaviour standards
  - promoting cooperation and good relationships
  - common causes of poor behaviour of advanced level golfers
- methods of observation and feedback during golf sessions with advanced level golfers:

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  - how, what and when to observe
  - timing of feedback
- golf session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in golf.

Assessment must ensure access to:

- first aid kit
- drinking water
- golf facilities, equipment and training aids:
  - golf clubs
  - golf balls
  - golf course
  - golf range
  - putting green
  - alignment aids
  - score cards
  - PGA Tour Hard Card
  - markers and course boundaries
- golf rules, regulations and policies
- organisational safety, emergency response and first aid procedures for golf.

Assessment must ensure use of:

- session plan template
- golfers with a Golf Australia handicap of 9 or less or golfers who are members of the PGA of Australia to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSGLF002 Participate in golf at an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical golf skills at an intermediate level through participation in golf.

This unit applies to players in the Australian sport industry competing in golf at a regional, state or national level or within the PGA Trainee Program.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Golf

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in intermediate level golf activities.	1.1. Interpret and apply golf rules, regulations and policies to golf participation. 1.2. Participate in golf training activities and competitions in a safe manner, according to organisational policies and procedures. 1.3. Link and perform intermediate level golf skills to form a sequence of movements in practice and competition

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	conditions. 1.4. Communicate with coach during activities using golf terminology.
2. Prepare to compete in golf at an intermediate level.	2.1. Consult with coach to identify intermediate tactical and technical golf skills to be developed. 2.2. Participate in training activities to develop identified intermediate level tactical and technical golf skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for golf competitions.
3. Implement golf game plan at an intermediate level.	3.1. Implement game plans during competition. 3.2. Interpret golf game statistics to identify and implement adjustments to improve intermediate level performance during competition. 3.3. Maintain communication with coach before, during and after competitions.
4. Review intermediate level golf performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own intermediate level golf performance. 4.2. Analyse golf competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own intermediate level golf performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future intermediate level golf training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play • respond to environmental conditions.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSGLF002 Participate in golf at an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in golf at an intermediate level that involves:
  - complying with golf rules, regulations and policies
  - communicating with coach, official and support staff and responding to feedback
  - analysing and reflecting on own strengths and weaknesses
  - performing intermediate level tactical and technical skills to achieve:
    - a Golf Australia handicap of 15 or less for males, or
    - a Golf Australia handicap of 18 or less for females, or
  - a score of 50 or better on the National Skills Test.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in golf at an intermediate level
- tactical and technical fundamentals of golf for intermediate level players:
  - tactical:
    - analysing hole design and determining length of hole
    - identifying risks and hazards
    - establishing visual references for aiming and direction
    - determining shot length and carry distances with each club
    - understanding wind and weather conditions
    - decision making relative to skill level
    - determining strengths and weaknesses
    - evaluating length and break of putts
    - considering options for recovery shots/shots from trouble
  - technical:
    - pre-swing fundamentals:
      - grip

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        - aim and alignment
        - stance
        - ball position
        - posture
      - in-swing fundamentals:
        - full swing concept
        - full swing principles
      - short game fundamentals:
        - pitching
        - chipping
        - bunker play
        - putting
- golf biomechanical principles:
  - balance and base of support
  - centre of gravity
  - levers
  - projectile motion
  - power
- types and safe use of golf equipment and facilities:
  - golf clubs
  - golf balls
  - golf course
  - golf range
  - putting green
  - mirrors
  - impact bags
  - alignment aids
  - lie boards
  - computer software and technological devices for golf
- types of strengths and weaknesses of intermediate level players:
  - physical
  - tactical
  - technical
  - mental
- training activities for intermediate level players:
  - warm-up
  - pre-swing fundamentals
  - in-swing fundamentals
  - short game fundamentals
  - on-course modified games

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    - range based games
    - National Skills Test
    - computer swing and video analysis
- competitions and pathways for intermediate level players
- types and contents of game plans for intermediate level players:
    - checklists for equipment and accessories
    - strategies for warm-up and pre-round practice
    - creating statistical goals for a round
    - using course mapping and course guide
    - determining specific shot selections
    - options for laying up to avoid hazards or reposition ball for subsequent shots
- types and methods of analysing competition statistics for intermediate level players:
    - fairway hits
    - greens in regulation
    - up and down
    - sand save
    - putts per green in regulation
- types and potential impacts of environmental conditions
- intermediate level golf rules, regulations and policies:
    - R & A Rules of Golf
    - types and reporting of breaches:
        - rule breaches and incorrect application of rules
        - procedural breaches and incorrect application of procedures
        - incorrect scores and results
        - breaches of etiquette
- methods for self reflection
- golf terminology.

Assessment Conditions

Skills must be demonstrated in:

- a golf environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- golf rules, regulations and policies
- golf competitions and tournaments
- organisational policies and procedures applicable to participating in golf at an intermediate level

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- organisational safety, emergency response and first aid procedures for golf.

Assessment must ensure use of:

- golf equipment and facilities:
  - golf training facilities
  - golf clubs
  - golf balls
  - golf course
  - golf range
  - putting green
  - golf training aids
  - golf score cards
  - markers and course boundaries
- opposition players competing at an intermediate level.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSGLF003 Participate in golf at an advanced level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical golf skills at an advanced level through participation in golf.

This unit applies to players in the Australian sport industry competing in golf at a regional, state or national level or within the PGA Trainee Program.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Golf

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in advanced level golf activities.	1.1. Interpret and apply golf rules, regulations and policies to golf participation. 1.2. Participate in golf training activities and competitions in a safe manner, according to organisational policies and procedures. 1.3. Link and perform advanced level golf skills to form a sequence of movements in practice and competition

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	conditions. 1.4. Communicate with coach during activities using golf terminology.
2. Prepare to compete in golf at an advanced level.	2.1. Consult with coach to identify advanced tactical and technical golf skills to be developed. 2.2. Participate in training activities to develop identified advanced level tactical and technical golf skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for golf competitions.
3. Implement golf game plan at an advanced level.	3.1. Implement game plans during competition. 3.2. Interpret golf game statistics to identify and implement adjustments to improve advanced level performance during competition. 3.3. Maintain communication with coach before, during and after competitions.
4. Review advanced level golf performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own advanced level golf performance. 4.2. Analyse golf competition statistics to identify own and opposition strengths and weaknesses. 4.3. Reflect on own advanced level golf performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future advanced level golf training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play • respond to environmental conditions.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSGLF003 Participate in golf at an advanced level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in golf at an advanced level that involves:
  - complying with golf rules, regulations and policies
  - communicating with coach, official and support staff and responding to feedback
  - analysing and reflecting on own strengths and weaknesses
  - performing advanced level tactical and technical skills over a minimum of five rounds on a minimum of three 18 hole golf courses to achieve:
    - a Golf Australia handicap of 9 or less for males, or
    - a Golf Australia handicap of 12 or less for females, or
    - an adjusted average that falls within 2.00 of the PGA of Australia Playing Standard
    - a score of 60 or better on the National Skills Test.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in golf at an advanced level
- tactical and technical fundamentals of golf for advanced level players:
  - tactical:
    - pre-round routines
    - pre-shot and post-shot routines
    - carry distances applied to shot and club selection
    - decision making relative to understanding of own performance in competitive environment
    - strategies for shot recovery, hazards and trouble
    - dealing with delays
    - dealing with poor shots and results
  - technical:
    - shot shaping including draws and fades

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    - trajectory control including high, low and medium
    - shots from various lies including wet, bare, sandy, rough, divots, slopes and depression
    - shots to avoid obstacles including around, over and under
    - shots accounting for wind specialty shots including hook, punch, bump and run
    - putts requiring advanced green reading
    - ball flight laws
- golf biomechanical principles:
    - summation of forces concept
    - kinematic sequence in the golf swing
    - balance and base of support
    - centre of gravity
    - levers
    - projectile motion
    - power
- types and safe use of equipment and facilities:
    - golf clubs
    - golf balls
    - golf course
    - golf range
    - putting green
    - mirrors
    - impact bags
    - alignment aids
    - lie boards
    - computer software and technological devises for golf
- types of strengths and weaknesses of advanced level players:
    - physical
    - tactical
    - technical
    - mental
- training activities for advanced level players:
    - shot shaping and trajectory control including 9-ball drill
    - distance and accuracy
    - generating clubhead speed
    - promoting clubhead control
    - different swing lengths
    - different tempos
    - different alignments and ball positions
    - putting drills for distance and accuracy

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    - putting drills for tempo
    - competitive drills and activities with partners and teams
    - competitive on-course games, competitive and points based drills and activities which benchmark results against Tour averages
    - advanced activities using computer swing and video analysis
    - advanced activities using technological devices
    - competition rounds and tournaments
- competitions and pathways for advanced level players
- types and contents of game plans for advanced level players:
    - shot plans
    - hole plans
    - specific round and tournament plans
    - plans according to score or field position
    - plans for delays and inclement weather
- types and methods of analysing competition statistics for advanced level players:
    - fairways hit
    - putts per hole and round
    - putts per greens in regulation
    - up and downs
    - sand saves
    - carry distance
    - wedge distance to hole
    - scrambling
    - first 6, middle 6 and last 6 holes
- types and potential impacts of environmental conditions
- advanced level golf rules, regulations and policies:
    - R & A Rules of Golf
    - PGA Tour Hard Card
    - types and reporting of breaches:
        - rule breaches and incorrect application of rules
        - procedural breaches and incorrect application of procedures
        - incorrect scores and results
        - breaches of etiquette
- methods for self reflection
- golf communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- a golf environment.

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Assessment must ensure access to:

- first aid kit
- drinking water
- golf rules, regulations and policies
- golf competitions and tournaments
- organisational policies and procedures applicable to participating in golf at an advanced level
- organisational safety, emergency response and first aid procedures for golf.

Assessment must ensure use of:

- golf equipment and facilities:
  - golf clubs
  - golf balls
  - golf course
  - golf range
  - putting green
  - golf training aids
  - golf score cards
  - PGA Tour Hard Card
  - markers and course boundaries
- opposition players competing at an advanced level.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSGLF004 Fit and alter golf equipment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to fit, repair and alter golf equipment for players.

This unit applies to individuals working in golf professional and golf management roles in the Australian sport industry.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Golf

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess player equipment requirements.	1.1. Consult with players to identify and document player preferences. 1.2. Observe players to identify and document player ability levels. 1.3. Analyse player preferences and player ability level to determine player performance requirements. 1.4. Access, interpret and assess golf equipment specifications to select golf equipment to meet player

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	performance requirements. 1.5. Recommend golf equipment to players.
2. Fit golf equipment.	2.1. Explain golf equipment fitting procedures to players and confirm player developmental readiness for fitting. 2.2. Fit and adjust golf equipment according to manufacturer specifications. 2.3. Assess fitted golf equipment to confirm compliance with the rules of golf. 2.4. Monitor player performance during practice sessions to identify player performance problems. 2.5. Recommend adapting, modifying and fitting golf equipment to address identified player performance problems. 2.6. Consult with players to confirm fitted golf equipment meets player performance requirements.
3. Review equipment.	3.1. Monitor and analyse player performance to identify equipment-related performance gaps. 3.2. Identify and recommend golf equipment interventions to address performance gaps. 3.3. Modify golf equipment to enhance player performance. 3.4. Seek and respond to player feedback about equipment and performance requirements.
4. Repair and alter golf equipment.	4.1. Consult with players to identity requirements for repair and alteration of golf equipment. 4.2. Assess golf equipment to determine type and scope of golf equipment repairs and alterations. 4.3. Select and source components and materials required to complete repairs and alterations. 4.4. Repair and alter golf equipment according to organisational policies and procedures and manufacturer specifications.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record recommendations during the fitting process.
Oral communication skills	• ask open and closed questions and actively listen to

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to:	communicate with players • interact with players in a polite and positive manner.
Numeracy skills to:	• detect and document patterns of errors using round analysis charts and statistical results.
Technology skills to:	• use technological aids as part of the fitting process.

Unit Mapping Information

SISSGLF510 Fit and alter golf equipment

Links

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Assessment Requirements for SISSGLF004 Fit and alter golf equipment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- fit, repair and alter golf equipment that involves:
  - fitting three golf clubs
  - repairing three golf clubs
  - altering three golf clubs
  - meeting the preferences and abilities levels of three players:
    - beginner player
    - advanced player
    - a player with a physical disability, injury or impairment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to fitting and altering golf equipment
- biomechanical concepts, ball flight laws, principles and preferences in the context of golf equipment design
- cause and effect relationships and their impact on equipment and component design and fitting
- procedures and protocols for fitting players at a range of skill levels
- rules of golf applicable to the fitting, alteration and repair of golf equipment
- equipment and safety requirements of golf in order to fit and alter golf equipment safely
- terminology for selection, fitting, repair and alteration of golf equipment
- appraisal methods used to conduct fitting sessions
- types of player performance requirements:
  - speed
  - power
  - distance
  - spin
  - accuracy
- types of player attributes and impact on golf equipment fitting and alteration:

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    - athletic ability
    - strength
    - flexibility
    - golfing experience
    - physical characteristics
    - swing characteristics
- characteristics of equipment design:
    - head design and function
    - shaft design and function
    - grip design and function
    - club lie and length
    - swing weight
- player ability variables:
    - handicap
    - swing and clubhead speed
    - physical limitations and previous injuries
- types of fitting techniques:
    - observation of:
        - existing specifications
        - grip
        - lie angle
        - face and sole contact
        - ball flight
    - measurement of:
        - initial velocity
        - launch angle
        - spin rate
        - distance
- types of monitoring techniques:
    - fitting systems and protocols
    - carry distance profiling
    - club specifications
    - computer software and technical equipment
- types of repair and alteration:
    - shaft length
    - shaft flex
    - lie angle
    - loft
    - swing weight
    - dead weight

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    - grip size
    - flex point
    - head design
    - shaft material
- types of repair and alteration variables:
    - shaft extraction methods
    - shaft types including parallel tip and taper tip and installation procedures
    - shaft lengths and alteration methods
    - cast and forged head designs and alteration procedures
    - grip types and installation methods
    - swing weight and dead weight alteration methods
    - refurbishment methods for woods and irons.

Assessment Conditions

Skills must be demonstrated in:

- a professional golf sport environment.

Assessment must ensure access to:

- a golf facility or green
- organisational policies and procedures for fitting and altering golf equipment.

Assessment must ensure use of:

- golf equipment for fitting, alteration and repair
- equipment and resources for undertaking fitting, repair and alteration of golf equipment:
    - fitting cart and equipment
    - technological aids
- players.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSGLF005 Manage the structure and facilitation of golf competitions and tournaments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage golf competitions and tournaments. It includes organising and facilitating golf competitions and tournaments, providing in-competition assistance to players and undertaking post-competition results and administrative duties.

This unit applies to individuals working in golf professional and golf management roles in the Australian sport industry.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Golf

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan golf competition formats.	1.1. Access and interpret competition information to identify competition objectives. 1.2. Evaluate and select golf competition formats to meet competition objectives, the rules of golf and organising body and host facility requirements. 1.3. Consult with organising bodies to determine eligibility

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	of players according to the rules of golf. 1.4. Communicate and clarify eligibility criteria for participation to potential players. 1.5. Establish competition registration systems and procedures and notify relevant personnel.
2. Implement golf competition formats.	2.1. Develop, document and distribute draws and timesheets to competition stakeholders. 2.2. Establish draw modification guidelines in consultation with personnel and distribute to competition stakeholders. 2.3. Modify draw and document amendments according to the rules of golf and distribute to competition stakeholders. 2.4. Review local rules, make alterations as required in conjunction with competition committees and communicate to players. 2.5. Clarify roles and responsibilities of competition officials and communicate to players. 2.6. Provide in-competition support to players.
3. Process and record golf competition results.	3.1. Process and record individual and group scores according to the rules of golf. 3.2. Record disqualification, penalty and complaint decisions and communicate outcomes to players affected by such decisions according to the rules of golf. 3.3. Process, document and communicate competition results according to organising body requirements. 3.4. Communicate alterations to handicaps to players.
4. Evaluate golf competitions.	4.1. Seek and acknowledge feedback from competition stakeholders. 4.2. Evaluate competitions to identify potential areas to improve structure and management for future competitions. 4.3. Review and reflect on own performance to identify potential areas of improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Writing skills to:	• administer handicaps.
Oral communication skills to:	• ask open and closed questions and actively listen to players • interact with players in a polite and positive manner.
Numeracy skills to:	• process results and monitor adjustments to handicaps • create draws and timesheets.

Unit Mapping Information

SISSGLF512 Manage the structure and facilitation of golf competitions and tournaments

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSGLF005 Manage the structure and facilitation of golf competitions and tournaments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manage the structure and facilitation of three golf competitions or tournaments that involve:
  - adapting a draw schedule and local rules in response to changing situations and communicating changes to stakeholders
  - recording competition results in line with the rules of golf and communicating results to players
  - evaluating and reflecting on own work performance to identify at least three improvements.

Knowledge Evidence

outlined in elements and performance criteria of this unit:

organisational policies and procedures applicable to managing the structure and facilitation of golf competitions and tournaments.

- Golf Australia handicapping system
- rules and regulations of golf
- types of competition formats and related scoring methods:
  - Stableford
  - stroke
  - four-ball
  - medal play
  - Ambrose
  - match play
- types of competition eligibility criteria:
  - handicap
  - age
  - grade
  - ranking
  - exemption and entry category
- roles and responsibilities of competition stakeholders

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- types of modification guidelines:
  - late withdrawals and entries
  - cancellations
  - disqualifications
  - injuries
  - inclement weather and conditions
- types of local rules:
  - ground under repair
  - preferred lies
  - temporary obstructions
- types of in-competition support:
  - dress standards
  - course behaviour
  - player welcome and briefing
  - use of golf carts
  - pace of play
  - rules
  - course marshalling
- types of competition and tournament components:
  - plans
  - formats
  - entry criteria
  - draws
  - rules
  - results
  - pace of play
  - scorecards
  - systems and procedures.

Assessment Conditions

Skills must be demonstrated in:

- a professional golf sport environment. This can be a workplace or a simulated environment.

Assessment must ensure access to:

- a golf facility or green
- golf equipment
- the rules of golf
- local rules

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- information about alternative competition formats and scoring mechanisms.

Assessment must ensure use of:

- players, officials and organising body representatives.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSGLF006 Participate in high performance golf tournaments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical golf skills, in high performance golf tournaments.

This unit applies to golf professionals in the Australian sport industry.

Those undertaking this unit work under the guidance of a coach.

Specific industry accreditation requirements apply to PGA Professionals and information should be obtained from the Professional Golfers Association (PGA) of Australia.

Pre-requisite Unit

Nil

Competency Field

Golf

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for high performance golf tournaments.	1.1. Select and use sport psychology techniques to mentally prepare for high performance golf tournaments. 1.2. Analyse own strengths and weaknesses to develop high performance golf tournament strategies. 1.3. Develop high performance golf tournament tactical plans in collaboration with support staff.
2. Participate in high performance golf	2.1. Implement high performance golf tournament tactical plans in high performance tournaments.

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tournaments.	2.2. Monitor own performance to identify own in-match strengths and weaknesses. 2.3. Monitor environmental conditions to identify changes that can impact play. 2.4. Evaluate and adjust high performance golf tournament tactics and strategies during play in response to performance and environmental conditions. 2.5. Seek and act on feedback and instructions from support staff and officials during play. 2.6. Use conflict resolution techniques to respond to conflict situations related to the conduct and outcome of tournaments.
3. Participate in post-tournament analysis.	3.1. Collect, record, interpret, analyse and summarise statistical and qualitative information related to pre- and in-match tournament performance. 3.2. Evaluate and reflect on pre- and in-match performance to identify areas to improve future performance. 3.3. Participate in post-round recovery strategies.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret golf rules and regulations and tournament rules and regulations.
Writing skills to:	• document tactical plans and strategies.
Oral communication skills to:	• communicate with coaches and clarify tactics • communicate with playing partners in competition.
Numeracy skills to:	• record results on score card • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play.
Teamwork skills to:	• encourage and support team members • respect other team member decisions.
Self-management skills to:	• apply agreed tactics and make adjustments in competition.
Technology skills to:	• use technology for statistical analysis.

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Unit Mapping Information

SISSGLF517 Apply advanced skills, tactics and strategies of golf in high performance competition

Links

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Assessment Requirements for SISSGLF006 Participate in high performance golf tournaments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in high performance golf tournaments that involve meeting the PGA of Australia Playing Standard of 30 academy-approved rounds with an adjusted average of 4.75 for males or 6.75 for females, or less.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in high performance golf tournaments
- sport psychology techniques used in high performance tournament preparation
- types, characteristics, function and use of golf equipment, facilities and technological aids
- self reflection principles
- methods for identifying and addressing strengths and weaknesses:
  - physical strengths and weaknesses
  - tactical strengths and weaknesses
  - implementing tactical plans
  - converting position into score
  - psychological resilience
  - scoring
- types of tactical plans:
  - shot plans
  - hole plans
  - specific round and tournament plans
  - plans according to score, field and starting position
  - plans for delays and inclement weather plans for reduced tournament length
  - fitness
  - pre-round nutrition
  - pre-round psychological strategies
  - strategies related to the cut

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- recovery strategies:
  - nutrition
  - hydration
  - psychological strategies
  - skill recovery
  - physical recovery
- elements of tournament strategies:
  - practice rounds
  - travel times
  - course mapping
  - pre-round planning
- roles and responsibilities of support staff:
  - individual preparation
  - identifying strengths and weaknesses
  - developing strategies to improve strengths and weaknesses
  - developing and implementing tactics and strategies
  - performance assessment of course as related to individual strengths and weaknesses
  - capturing video footage
  - analysing of statistics
  - course charts and yardage books
- types of statistics:
  - fairways hit
  - greens in regulation
  - putts per hole and round
  - putts per greens in regulation
  - up and downs
  - sand saves
  - carry distance charts
  - wedge completions
  - first 6, middle 6 and last 6 holes
- types of technology:
  - monitoring and tracking software
  - analytical software.

Assessment Conditions

Skills must be demonstrated in:

- a high performance golf environment.

Assessment must ensure access to:

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- first aid kit
- drinking water
- golf rules, regulations and policies
- tactical play examples
- organisational safety, emergency response and first aid procedures for golf.

Assessment must ensure use of:

- golf equipment and facilities
- professional golf tournament in high performance golf competition facilities
- R & A Rules of Golf
- computer software and technological devices
- score cards
- PGA Tour Hard Cards
- markers and course boundaries
- technology for statistical analysis
- opposition players competing at a high performance level.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSGLF007 Manage on-course golf operations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage on-course golf shop operations according to the organisation's operational plan and client needs.

This unit applies to individuals working in golf professional and golf management roles in the Australian sport industry.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Golf

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify operational objectives.	1.1. Access and interpret business and marketing plans to identify on-course golf shop operational objectives. 1.2. Consult with senior management to confirm golf shop operational objectives and own responsibilities in meeting golf shop operational objectives.
2. Prepare marketing strategies.	2.1. Set measurable performance targets for marketing activities.

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	2.2. Plan and conduct market research to identify client needs. 2.3. Develop, plan and conduct promotional activities to meet performance targets. 2.4. Develop and implement contingency plans according to organisational policies and procedures. 2.5. Negotiate arrangements with suppliers to support promotional activities.
3. Manage golf operations staff.	3.1. Roster staff to meet operational needs. 3.2. Recruit and induct new staff members according to organisational policies and procedures. 3.3. Plan and deliver training to staff about golf shop products and services, performance targets and client needs according to organisational policies and procedures. 3.4. Monitor performance of golf shop staff against organisational standards of conduct, appearance, advice and service. 3.5. Promote training and professional development opportunities to staff.
4. Manage golf shop products and services.	4.1. Select stock according to client base and needs. 4.2. Design golf shop layout and presentation to support market position and promote client flow according to organisation marketing plan. 4.3. Develop and implement layout and visual merchandise checks and implement improvements. 4.4. Define and communicate standards for visual presentations and displays to staff. 4.5. Assess client response to space allocations in consultation with staff. 4.6. Implement custom fitting and club repair services to meet client needs. 4.7. Implement hire service to meet client needs. 4.8. Develop tuition programs and deliver individual and group coaching according to organisational policies and procedures. 4.9. Develop and implement pricing policies according to organisational marketing plans. 4.10. Monitor pricing trends and changes and communicate to staff. 4.11. Monitor and document stock levels according to organisational policies and procedures. 4.12. Repair and replace faulty equipment according to

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	organisational policies and procedures.
5. Manage golf programming and fixtures.	5.1. Monitor golf operations to identify course ideal and maximum rounds played per day and per week. 5.2. Consult with stakeholders on event scheduling. 5.3. Check course renovations and maintenance and assess implications for scheduling events and groups. 5.4. Market and make group bookings according to organisational policies and procedures. 5.5. Coordinate group bookings with food and beverage staff. 5.6. Monitor tee sheet activity and handicapping records.
6. Review operational performance.	6.1. Collect, analyse and document data on golf operations. 6.2. Analyse golf operations data against operational objectives and performance standards to evaluate operational performance. 6.3. Disseminate information on golf operations according to organisational policies and procedures. 6.4. Review and reflect on own performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to players and staff • interact with players and staff in a polite and positive manner.
Numeracy skills to:	• monitor tee sheet activity and rounds played over fixed periods • manage pricing and stock levels • collect and analyse data on golf operations and industry trends.

Unit Mapping Information

SISSGLF521 Manage on course golf operations

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Links

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Assessment Requirements for SISSGLF007 Manage on-course golf operations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manage on-course golf operations at one golf course over a period of at least one month that involves:
  - meeting performance targets
  - managing day-to-day problems
  - collaboratively planning, coordinating, implementing and evaluating at least one promotional activity and at least one marketing strategy that balances the needs of all client groups
  - managing and monitoring golf shop staff to ensure that customer service standards are met
  - managing merchandising
  - evaluating and reflecting on own work performance to identify three ways in which on-course golf operations can be better managed.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to managing on-course golf operations
- legal requirements applicable to managing on-course golf operations
- visual merchandising principles and techniques:
  - layout and presentation
  - advertising and promotions
  - pricing
- performance, features and limitations of golf shop products and services:
  - golf products
  - individual and group golf bookings
  - club fitting service
  - club repair service
  - golf coaching service
- types of hire services:

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  - pull buggy
  - cart
  - club
- types of operational objectives:
  - provision of high quality golf services
  - member and guest satisfaction
  - maximising revenue and pro shop profitability
  - developing and implementing quality management systems
  - effective management of staff and employees
  - effective management of product and service offerings
  - effective management of golf programming and fixtures
- operational roles and responsibilities of:
- boards of management
  - chief executive officers
  - general managers
  - secretary managers
  - club captains
  - club committees and sub-committees
  - head professionals
  - directors of golf
- types of performance targets:
  - level of memberships
  - number of rounds per day
  - number of rounds per month
  - level of awareness
  - degree of competition
  - sales volumes
  - client spend per round played
- types of promotional activities:
  - pro-am events
  - sales and marketing events
  - demonstration days
  - corporate days
- types of contingency plans:
  - flood
  - breakage
  - unavailable and discounted stock
  - weather conditions
  - course renovations
- types of client bases:

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    - current members
    - social players
    - corporate groups
    - regular visitors
    - non-regular players
    - diverse ages
    - diverse cultural backgrounds
    - organised social groups
- contents of an organisational marketing plan
- types of pricing policies:
    - long-term and short-term
    - internal and external considerations
    - marking down
    - pricing of newly released stock
- types of housekeeping:
    - organisational premises
    - fittings, fixtures and equipment
    - golf courses and greens
- types of data:
    - on- and off-course performance targets
    - level of memberships
    - number of rounds per day or month
    - degree of competition
    - sales volumes
    - client spend per round played.

Assessment Conditions

Skills must be demonstrated in:

- a professional golf sport environment. This can be a workplace or a simulated environment.

Assessment must ensure access to:

- a golf facility or driving range with an on-course golf shop offering golf products and services
- information about client demand and market trends
- organisational business plan with a marketing plan and objectives.

Assessment must ensure use of:

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- players and golf shop staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSNTB001 Conduct netball coaching sessions with foundation level participants

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in netball.

This unit applies to individuals working under supervision in community based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Ni

Competency Field

Netball

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for netball sessions with foundation level participants.	1.1. Confirm assigned netball session duties with supervisor. 1.2. Interpret netball session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements. 1.4. Select and check equipment and resources for wear and

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	tear and report to supervisor. 1.5. Report netball session set-up problems to supervisor.
2. Conduct netball sessions with foundation level participants.	2.1. Communicate and confirm foundation level participant understanding of netball session activity instructions and safe participation requirements. 2.2. Communicate and model netball participation behaviour standards. 2.3. Present, sequence and pace netball session activities to meet netball session plans. 2.4. Instruct and demonstrate safe netball techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities.
3. Complete netball sessions with foundation level participants.	3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in netball sessions to identify wear and tear and report to supervisor. 3.4. Pack up netball equipment, resources and refreshments according to organisational policies and procedures.
4. Review netball sessions.	4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage foundation level participants • use active listening and questioning to give and receive

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	instructions and confirm understanding • interact with foundation level participants in a polite and positive manner.
Numeracy skills to:	• estimate time and space requirements for netball session activities.
Planning and organising skills to:	• complete assigned duties in a timely manner according to session plans and supervisor instructions.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSNTB001 Conduct netball coaching sessions with foundation level participants

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three netball coaching sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to conducting netball coaching sessions with foundation level participants
- netball tactical and technical fundamentals for foundation level participants:
  - two-hand catch
  - throwing:
    - shoulder pass
    - chest pass
    - bounce pass
  - movement skills:
    - take-off
    - sprint
    - one and two-foot landing
    - jump
    - leap
    - outside pivot
  - attacking skills:
    - straight lead
    - single dodge
    - change of direction
  - defending skills:
    - one-on-one
    - interception

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        - hands over the ball
        - recovery to 0.9 metres
    - goal shooting
    - toss-ups
    - patterns of play
- organisational layout of netball activities
- netball equipment and resources:
    - netballs
    - uniforms
    - footwear
    - positional bibs
    - stop watches
    - whistles
    - cones
    - goal posts
    - safe set-up and lay-out
    - safe condition
    - safe use
    - safe pack-up
- netball rules, regulations and policies applicable to coaching foundation level participants
- netball safe participation requirements:
    - obeying the rules
    - use of protective equipment
    - hydration
- coaching communication styles for foundation level participants:
    - instruction
    - demonstration
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- behaviours expected of an assistant coach:
    - promoting positive interaction and participation
    - using acceptable language
    - arriving on time
    - using self reflection to identify areas for improvement
- methods to:
    - instruct safe use of equipment and techniques

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    - instruct safe sport techniques
    - instruct warm-up, skill development and cool-down activities
    - establish behaviour standards
    - promote cooperation and good relationships
    - demonstrate techniques
    - encourage interaction and participation
    - give and receive feedback
    - respond to questions
    - report problems to supervisor
- netball session plan elements
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in netball. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- Netball Australia rules, regulations and policies applicable to coaching foundation level participants
- netball facilities, equipment and resources:
    - marked-up netball court
    - netballs
    - uniforms
    - footwear
    - positional bibs
    - whistles
    - stop watches
    - cones
    - goal posts
- organisational safety, emergency response and first aid procedures for netball.

Assessment must ensure use of:

- netball session plan
- a supervisor and netball foundation level participants to be coached.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSNTB002 Participate in netball at an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical netball skills at an intermediate level through participation in netball.

This unit applies to athletes in the Australian sport industry competing in netball at a regional, state or national level.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Netball

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in intermediate level netball activities.	1.1. Interpret and apply netball rules, regulations and policies to netball participation. 1.2. Participate in netball training activities and competitions in a safe manner, according to organisational policies and procedures. 1.3. Link and perform intermediate level netball skills to form a sequence of movements in practice and

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	competition conditions. 1.4. Communicate with team members and coach during activities using netball communication systems and terminology.
2. Prepare to compete in netball at an intermediate level.	2.1. Consult with coach to identify intermediate tactical and technical netball skills to be developed. 2.2. Participate in training activities to develop identified intermediate level tactical and technical netball skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for netball competitions.
3. Implement netball game plan at an intermediate level.	3.1. Implement game plans during competition. 3.2. Interpret netball game statistics to identify and implement adjustments to improve intermediate level performance during competition. 3.3. Maintain communication with team members and coach before, during and after competitions.
4. Review intermediate level netball performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own intermediate level netball performance. 4.2. Analyse netball competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own intermediate level netball performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future intermediate level netball training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play • respond to environmental conditions.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSNTB002 Participate in netball at an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in netball at an intermediate level that involves:
  - complying with netball rules, regulations and policies
  - performing intermediate level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing intermediate level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with team members, coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in netball at an intermediate level
- tactical and technical fundamentals of netball for intermediate level athletes:
  - tactical:
    - unit work between Goal Shooter and Goal Attack, Wing Attack and Centre, Centre and Wing Defence, and Goal Defence and Goal Keeper
    - centre passes in both attack and defence
    - throw-ins
    - penalty passes and shots
    - free passes
    - plays to maximise weaknesses in opposition team plays
    - plays to counter strengths in opposition team plays
    - countering tactics to diminish or negate opposition athlete strengths including double defending
  - technical:
    - game sense and decision making at an intermediate level

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    - one and two-hand catch
    - throwing
    - footwork and movement skills
    - attacking skills
    - roll and half-roll
    - one-on-one defending
    - goal shooting methods in stationary and dynamic environments
    - goal circle movements including rotation
    - rebounding
- game strategy:
    - roles of individual athletes in the game strategy
    - patterns of play in attack and defence
    - attacking systems of play
    - defending systems of play
    - set team plays including use of space and concepts of width and depth
    - situational plays specific to stages of match
    - positions and match-ups
    - identifying strengths and weaknesses of opposition game strategies and tactics and use of counter tactics
- netball biomechanical principles
- types, characteristics, function and safe use of netball equipment, facilities and technological aids
- types of strengths and weaknesses of intermediate level netball athletes:
    - physical
    - tactical
- training activities for intermediate level netball athletes:
    - intermediate drills
    - breaking down and sequencing skills
    - warm-ups and cool-downs
- competitions and pathways for intermediate level netball athletes
- types and contents of game plans for intermediate level netball athletes
- types and methods of analysing competition statistics for intermediate level netball athletes:
    - shooting
    - penalties
    - errors and turnovers
    - interceptions
    - number of goals scored from own centre passes
    - number of goals scored from turnovers and interceptions
    - rebounds

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- types and potential impacts of environmental conditions
- intermediate level netball rules, regulations and policies
- methods for self reflection
- netball communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- a netball environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- netball rules, regulations and policies
- organisational policies and procedures applicable to participating in netball at an intermediate level
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- netball equipment and facilities:
  - netballs
  - goal posts
  - uniforms
  - positional bibs
- netball opposition competing at an intermediate level, coach, officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSPAR001 Participate in sport at an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform sport-specific tactical and technical skills at an intermediate level through participation in a specific sport. Activities may include conditioning, drills, discussions, games, competitions and other activities relevant to the specific sport.

This unit applies to athletes in the Australian sport industry competing in a sport at a local, state or national level.

Those undertaking this unit work with the support of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in intermediate level sport activities.	1.1. Interpret and apply sport-specific rules, regulations and policies to sport-specific participation. 1.2. Participate in sport-specific training activities and competitions in a safe manner, according to organisational policies and procedures.

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	1.3. Link and perform intermediate level sport-specific skills to form a sequence of movements in practice and competition conditions. 1.4. Communicate with coach during activities using sport-specific terminology.
2. Prepare to compete at an intermediate level.	2.1. Consult with coach to identify intermediate sport-specific tactical and technical skills to be developed. 2.2. Participate in training activities to develop identified intermediate level sport-specific tactical and technical skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for sport-specific competitions.
3. Implement game plan at an intermediate level.	3.1. Implement game plans during competition. 3.2. Interpret sport-specific game statistics to identify and implement adjustments to improve intermediate level performance during competition. 3.3. Maintain communication with coach before, during and after competitions.
4. Review intermediate level performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own intermediate level sport-specific performance. 4.2. Analyse sport-specific competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own intermediate level sport-specific performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future intermediate level sport-specific training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data

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Problem-solving skills to:	• interpret, analyse and discuss statistical information. • read play • respond to environmental conditions.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSPAR001 Participate in sport at an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate at an intermediate level in at least one sport that involves:
  - complying with sport-specific rules, regulations and policies
  - performing intermediate level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing intermediate level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in sport at an intermediate level
- tactical and technical fundamentals of the specific sport for intermediate level athletes
- sport-specific biomechanical principles
- types, characteristics, function and safe use of sport-specific equipment, facilities and technological aids
- types of strengths and weaknesses of intermediate level sport-specific athletes
- training activities for intermediate level sport-specific athletes
- competitions and pathways for intermediate level sport-specific athletes
- types and contents of game plans for intermediate level sport-specific athletes
- types and methods of analysing competition statistics for intermediate level sport-specific athletes
- types and potential impacts of environmental conditions
- intermediate level sport-specific rules, regulations and policies
- methods for self reflection
- sport-specific terminology.

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Assessment Conditions

Skills must be demonstrated in:

- a sport-specific environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- sport-specific rules, regulations and policies
- organisational policies and procedures applicable to participating in sport at an intermediate level
- organisational safety, emergency response and first aid procedures for the specific sport.

Assessment must ensure use of:

- sport-specific equipment and facilities
- sport-specific opposition competing at an intermediate level, coach, officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSPAR002 Participate in sport at an advanced level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform sport-specific tactical and technical skills at an advanced level through participation in a specific sport. Activities may include conditioning, drills, discussions, games, competitions and other activities relevant to the specific sport.

This unit applies to athletes in the Australian sport industry competing in a sport at a local, state or national level.

Those undertaking this unit work with the support of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in advanced level sport activities.	1.1. Interpret and apply sport-specific rules, regulations and policies to sport-specific participation. 1.2. Participate in sport-specific training activities and competitions in a safe manner, according to organisational policies and procedures.

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	1.3. Link and perform advanced level sport-specific skills to form a sequence of movements in practice and competition conditions. 1.4. Communicate with coach during activities using sport-specific terminology.
2. Prepare to compete at an advanced level.	2.1. Consult with coach to identify advanced sport-specific tactical and technical skills to be developed. 2.2. Participate in training activities to develop identified advanced level sport-specific tactical and technical skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for sport-specific competitions.
3. Implement game plan at an advanced level.	3.1. Implement game plans during competition. 3.2. Interpret sport-specific game statistics to identify and implement adjustments to improve advanced level performance during competition. 3.3. Maintain communication with coach before, during and after competitions.
4. Review advanced level performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own advanced level sport-specific performance. 4.2. Analyse sport-specific competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own advanced level sport-specific performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future advanced level sport-specific training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play • respond to environmental conditions.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSPAR002 Participate in sport at an advanced level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate at an advanced level in at least one sport that involves:
  - complying with sport-specific rules, regulations and policies
  - performing advanced level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing advanced level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in sport at an advanced level
- tactical and technical fundamentals of the specific sport for advanced level athletes
- sport-specific biomechanical principles
- types, characteristics, function and use of sport-specific equipment, facilities and technological aids
- types of strengths and weaknesses of advanced level sport-specific athletes
- training activities for advanced level sport-specific athletes
- competitions and pathways for advanced level sport-specific athletes
- types and contents of game plans for advanced level sport-specific athletes
- types and methods of analysing competition statistics for advanced level sport-specific athletes
- types and potential impacts of environmental conditions
- advanced level sport-specific rules, regulations and policies
- methods for self reflection
- sport-specific terminology.

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Assessment Conditions

Skills must be demonstrated in:

- a sport-specific environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- sport-specific rules, regulations and policies
- organisational policies and procedures applicable to participating in sport at an advanced level
- organisational safety, emergency response and first aid procedures for the specific sport.

Assessment must ensure use of:

- sport-specific equipment and facilities
- sport-specific opposition competing at an advanced level, coach, officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSPAR003 Follow specialist dietary advice

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required by individuals to seek and follow specialist dietary advice and select and prepare their own meals and snacks in a domestic kitchen.

This unit of competency applies to individuals working in a diverse range of industries where the individuals require specialist dietary advice to perform their work. This includes athletes in the Australian sport industry competing in a sport at a local, state or national level.

Those undertaking this unit work with the support of an Accredited Practising Dietician.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Seek and follow specialist dietary advice.	1.1. Discuss individual goals, expectations, preferences, physical activity and eating patterns with dieticians. 1.2. Consult with dieticians to obtain specialist advice on healthy eating patterns required to meet individual goals. 1.3. Consult with dieticians to obtain specialist advice on

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	nutritional strategies and recipes to meet individual goals. 1.4. Read and interpret dietary advice provided by dieticians. 1.5. Follow specialist advice provided by dieticians in day to day activities.
2. Prepare food.	2.1. Prepare, handle and store food products to meet food safe conditions. 2.2. Select and measure ingredient quantities to meet recipe specifications. 2.3. Use food preparation methods, equipment and tools to prepare meals and snacks. 2.4. Clean food preparation areas, equipment and tools to meet food safe conditions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record eating patterns.
Oral communication skills to:	• ask open and closed questions and actively listen to seek advice and confirm understanding of specialist dietary advice.
Numeracy skills to:	• identify and interpret food labels, ingredient quantities in recipes, dates on ingredient labels and temperature and timer settings when cooking • use domestic kitchen measuring equipment to estimate and measure ingredient weights and volumes • perform calculations to modify recipes.
Problem-solving skills to:	• make healthy eating decisions when eating out.
Planning and organising skills to:	• plan meals and snacks.

Unit Mapping Information

No equivalent unit

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Assessment Requirements for SISSPAR003 Follow specialist dietary advice

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow specialist dietary advice that involves:
  - seeking and following specialist dietary advice from one Accredited Practising Dietician
  - preparing own meals and snacks to meet specialist dietary advice over a period of three days.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to following specialist dietary advice
- food safe conditions applicable to food handling, preparation and storage in a domestic kitchen
- role and functions of dieticians
- limitations to the role of non dieticians in relation to providing dietary advice
- Australian Dietary Guidelines, food groups and the basic nutritional benefits of foods
- types and safe use of domestic food preparation equipment and tools
- techniques for measuring ingredient quantities including:
  - by weight
  - by volume
  - by count
  - by estimation
- basic food preparation methods
- basic nutrition and domestic cooking terminology.

Assessment Conditions

Skills must be demonstrated in:

- a work environment. This can be a workplace or simulated environment.

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Assessment must ensure use of:

- a domestic kitchen equipped with domestic food preparation equipment and tools
- an Accredited Practising Dietician.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSPAR004 Book athlete travel and accommodation

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required for an athlete to make their own travel and accommodation bookings.

This unit applies to athletes in the Australian sport industry competing in a sport at a local, state or national level.

Those undertaking this unit work with the support of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan travel and accommodation for sport events.	1.1. Interpret sport event information to determine travel and accommodation requirements. 1.2. Research travel and accommodation information to identify travel and accommodation options. 1.3. Select travel and accommodation option to meet travel and accommodation requirements.
2. Make travel and	2.1. Book travel and accommodation according to

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accommodation bookings for sport events.	organisational policies and procedures. 2.2. Confirm receipt of travel and accommodation booking confirmation. 2.3. Prepare travel and accommodation itinerary and distribute according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• complete travel and accommodation booking forms.
Numeracy skills to:	• interpret and use times, dates and prices in event, travel and accommodation information.
Problem-solving skills to:	• compare travel and accommodation options.
Planning and organising skills to:	• plan and organise travel logistics.

Unit Mapping Information

SISSCOP203A Develop a travel and accommodation plan

Links

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Assessment Requirements for SISSPAR004 Book athlete travel and accommodation

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- book travel and accommodation for three sport events that involves:
  - at least one event that requires travel by aeroplane.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to booking athlete travel and accommodation
- purpose of athlete travel:
  - competitions
  - conferences
  - presentations
  - media events
  - interviews
- types of travel and accommodation booking and confirmation systems
- travel options:
  - mode of travel
  - length of journey
  - price
  - baggage
- accommodation options:
  - type of accommodation
  - length of stay
  - meeting room provision
  - accessibility
  - dietary needs
  - standard of accommodation
  - price.

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Assessment Conditions

Skills must be demonstrated in:

- a sport environment. This can be a workplace or a simulated environment.

Assessment must ensure access to:

- organisational policies and procedures applicable to booking travel and accommodation
- computer with access to the internet.
-
- Assessment must ensure use of:
- information about three sport events requiring athlete travel.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSPAR005 Develop athlete personal brand

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to build an athlete's personal brand. It includes managing the personal brand, using social media, cyber security and leveraging the personal brand.

This unit applies to athletes in the Australian sport industry competing in a sport at a local, state or national level.

Those undertaking this unit work with the support of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish athlete personal brand.	1.1. Research personal brands in sport to maintain knowledge of successful personal branding objectives and strategies. 1.2. Interpret athlete contracts to identify personal branding obligations and restrictions. 1.3. Reflect on personal and professional goals to define personal brand.

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2. Develop athlete personal branding strategies.	2.1. Interpret sport-specific industry information to identify and define personal brand target audiences. 2.2. Identify opportunities to maximise personal brand exposure through media activity. 2.3. Develop personal branding strategies to promote personal brand to target audiences.
3. Promote athlete personal brand.	3.1. Implement personal branding strategies to promote personal brand to target audience. 3.2. Participate in media interviews according to organisational policies and procedures. 3.3. Develop and implement social media action plans according to organisational policies and procedures. 3.4. Monitor implementation of personal branding strategies to identify areas for improvement. 3.5. Adjust personal branding strategies to maximise personal brand outcomes. 3.6. Identify personal brand risks and take action to minimise personal brand damage. 3.7. Identify and act on opportunities to leverage personal brand for professional and personal gain.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• prepare social media content.
Oral communications skills to:	• convey personal brand information • develop rapport with interviewers and supporters.
Numeracy skills to:	• interpret social media tracking metrics.
Problem-solving skills to:	• recognise and respond to personal brand risks.
Initiative and enterprise skills to:	• recognise and respond to opportunities to build personal brand.
Self-management skills to:	• meet role model expectations.
Technology skills to:	• use social media.

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Unit Mapping Information

No equivalent unit

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Assessment Requirements for SISSPAR005 Develop athlete personal brand

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- build an athlete personal brand in a specific sport that involves:
  - promoting the personal brand by participating in one traditional media interview
  - promoting the personal brand by interacting on one social media platform over a period of one week
  - identifying three opportunities to leverage the personal brand.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures relevant to building an athlete's personal brand:
  - protocols for dealing with the media
  - protocols for interacting with social media
  - contractual requirements
  - privacy and confidentiality
- legal and ethical considerations related to social media:
  - cyber security
  - spamming
  - copyright
  - creative commons
  - responsible use
- techniques for interacting with the media:
  - traditional media:
    - interview techniques
    - dealing with difficult questions
  - social media:
    - posting updates
    - responding to comments
    - providing fresh content

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- types of personal branding goals and associated brand building strategies:
  - raise profile of athlete
  - raise profile of specific sport
  - raise profile of sponsors
  - rebuild tarnished personal brand
- characteristics of target audiences:
  - demographics
  - traditional and social media use
  - preferred media platforms
  - sport-specific engagement behaviours.

Assessment Conditions

Skills must be demonstrated in:

- a sport-specific environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- sport-specific industry information
- computer with internet access
- sport-specific contract for an athlete
- organisational policies and procedures related to personal branding.
-
- Assessment must ensure use of:
- social media platforms and tools
- sample athlete contract
- media personnel and online athlete supporters.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSPAR006 Prepare and present athlete sponsorship proposals

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop sponsorship proposals for athletes. It focuses on preparing and presenting sponsorship proposals to potential sponsors.

This unit applies to athletes, sport developers and sport administrators in the Australian sport industry.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Research potential sponsors.	1.1. Set sponsorship objectives to complement sport-specific needs of athletes. 1.2. Research and interpret industry information to identify potential sponsors aligned to sponsorship objectives. 1.3. Research and analyse sponsorship criteria to assess athlete eligibility. 1.4. Use written and verbal communication to approach

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	potential sponsors and establish and build rapport.
2. Develop sponsorship proposals.	2.1. Research potential sponsors to identify sponsor requirements and sponsorship history. 2.2. Plan, develop and document sponsorship proposal content to meet sponsorship objectives and meet sponsor requirements. 2.3. Identify and consult with sources of support in the development and documentation of sponsorship proposals. 2.4. Submit sponsorship proposals according to sponsor requirements.
3. Present sponsorship proposals to potential sponsors.	3.1. Organise and confirm meeting arrangements with potential sponsors. 3.2. Prepare sponsorship proposal presentations for sponsor meetings. 3.3. Present sponsorship proposal presentations to potential sponsors. 3.4. Seek and respond to feedback arising from sponsorship proposal presentations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• approach and respond to sponsors in writing • document sponsorship proposals in the required detail and format.
Oral communication skills to:	• ask open and closed questions and actively listen.
Numeracy skills to:	• interpret dates, times and monetary amounts in sponsorship information • estimating and calculating sponsorship value.
Initiative and enterprise skills to:	• identify and act on sponsorship opportunities.
Planning and organising skills to:	• develop sponsorship proposals within specific timelines • organise time and resources to develop sponsorship proposals and present to potential sponsors.

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Technology skills to:

- use the internet to source sponsorship information.

Unit Mapping Information

SISSCOP306A Prepare a sponsorship proposal

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Assessment Requirements for SISSPAR006 Prepare and present athlete sponsorship proposals

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and **p**erformance criteria of this unit in the context of the job role, and:

- prepare and present one sponsorship proposal for an athlete in a specific sport.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to preparing and presenting sponsorship proposals
- types of sponsorship in sport
- types of sponsorship objectives
- benefits of sponsorship:
  - sponsor:
    - sales increase
    - customer loyalty
    - brand awareness
    - new market development
    - new product launch
    - image change
    - community relations
  - athlete:
    - financial stability
    - access to resources and facilities
    - profile
    - contacts
    - media exposure
    - public awareness
- types of sponsorship criteria:
  - potential to target market audiences
  - relevance to customer base and sales

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    - duration of sponsorship
- types of contractual obligations:
    - media commitments
    - appearances
    - charity work
- sources of supports
- sponsorship proposal requirements:
    - sport-specific background information:
        - history of the sport
        - demographics of the sport
        - prospective audience for the sport
        - membership of the sport
        - current programs in the sport
        - future goals for the sport
        - annual reports
    - format of proposal
    - presentation of proposal
    - dates for submission of proposals
    - timeframe and methodology
    - performance indicators:
        - financial
        - attendance
        - publicity gained
        - testimonials
    - rights and responsibilities of sponsorship parties:
        - naming rights
        - merchandising and branding
        - personal appearances
        - media exposure
        - termination of sponsorship
        - legal responsibilities
        - athlete behaviour
        - shareholder interest
        - conflict of interest
        - contractual obligations
        - financial reporting
    - submission requirements
- tax implications of sponsorship.

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Assessment Conditions

Skills must be demonstrated in:

- a sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- sponsorship proposal template
- sponsorship presentation template
- organisation policies and procedures applicable to preparing and presenting sponsorship proposals
- computer with access to the internet.

- Assessment must ensure use of:
- sources of support and a potential sponsor.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSPAR007 Work as an athlete

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to meet Australian sport industry expectations of an athlete.

This unit applies to athletes in the Australian sport industry competing in a sport at a local, state or national level.

Those undertaking this unit work with the support of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work in a sport environment.	1.1. Source and interpret industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements. 1.2. Source and interpret industry information to maintain knowledge of legal and ethical job role responsibilities. 1.3. Model Australian sport industry professional and

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	personal expectations of an athlete on and off the field.
2. Contribute to a productive workplace environment.	2.1. Carry out work tasks according to organisational policies and procedures. 2.2. Request, acknowledge and act on feedback provided by others within scope of job role. 2.3. Identify and resolve workplace problems within scope of job role according to organisational policies and procedures. 2.4. Escalate workplace problems outside scope of job role according to organisational policies and procedures.
3. Communicate with others.	3.1. Communicate with others in a polite and positive manner. 3.2. Select and use communication style to suit audience, situation and communication medium. 3.3. Use active listening and questioning techniques to clarify and confirm understanding. 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences. 3.5. Identify communication problems and use strategies to minimise impact on working relationships.
4. Work with coaches and support staff.	4.1. Reflect on professional and personal performance goals to identify own coaching and support needs. 4.2. Source, evaluate and select coaching and support staff to meet own coaching and support needs. 4.3. Develop and maintain working relationships with coaches and support staff. 4.4. Seek assistance from and aid coaches and support staff to promote cooperation and fulfil work requirements. 4.5. Monitor impact of coaching and support staff on professional and personal performance outcomes to identify areas for improvement. 4.6. Implement coaching and support staff improvements to maximise professional and personal performance outcomes.
5. Meet contractual obligations.	5.1. Interpret contracts to identify athlete contractual responsibilities. 5.2. Carry out work tasks to meet athlete contractual responsibilities. 5.3. Monitor performance against contractual responsibilities to minimise risk of contractual breaches.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret contractual information including monetary amounts and dates.
Planning and organising skills to:	• complete assigned duties in a timely manner according to job role responsibilities.
Self-management skills to:	• meet role model expectations.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSPAR007 Work as an athlete

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- work as an athlete in a specific sport over at least 5 days that involves:
  - meeting legal and ethical responsibilities
  - meeting contractual obligations
  - selecting and working with one coach and one support staff member
  - seeking and responding to feedback from:
    - a coach
    - a support staff member
    - an official.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

organisational policies and procedures applicable to working as an athlete

- Australian sport industry expectations of an athlete on and off the field:
  - professional performance
  - personal performance
  - role model expectations
- legal and ethical requirements of athletes:
  - anti-doping
  - contractual requirements
  - discrimination
  - duty of care
  - match fixing
  - sporting tribunal decisions
  - workplace health and safety
- sources of information applicable to own job role responsibilities:
  - National Sport Organisation (NSO)
  - code of conduct
  - job description

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    - organisational policies and procedures
- roles of others and methods of working positively in a sport environment:
    - administrators
    - officials
    - coaches and assistant coaches
    - spectators
    - support staff
- strategies for developing good working relationships with coaches and support staff
- types, distinctive features and methods of communication:
    - verbal
    - non verbal
    - written
- methods of adjusting communication to meet individual differences
- types of feedback:
    - formal
    - informal
- methods of obtaining and reflecting on feedback from:
    - coaches
    - support staff
    - officials
- methods of dealing with communication problems
- types of contractual obligations:
    - athlete behaviour
    - media activities
    - commercial activities
    - education activities
    - community activities.

Assessment Conditions

Skills must be demonstrated in:

- a sport-specific environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures related to working as an athlete
- sources of sport-specific industry information.

- Assessment must ensure use of:
- a sport-specific contract or sample contract for an athlete

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- sport-specific coaches and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSPAR008 Maintain personal wellbeing as an athlete

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge an athlete requires to maintain their own wellbeing. It focusses on an athlete's self reliance in relation to resilience, recovery, travel, sleep, diet and mental health.

This unit applies to athletes in the Australian sport industry competing in a sport at a local, state or national level.

Those undertaking this unit work with the support of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan personal wellbeing strategies.	1.1. Source and interpret information to identify best practice for maintaining athlete wellbeing. 1.2. Reflect on personal wellbeing and personal wellbeing behaviours to identify personal wellbeing maintenance needs. 1.3. Plan personal wellbeing strategies to develop personal

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	wellbeing behaviours and address personal wellbeing maintenance needs. 1.4. Access resources, supports and professional advice to support the implementation of personal wellbeing strategies.
2. Implement personal wellbeing strategies.	2.1. Use personal wellbeing strategies to develop personal wellbeing behaviours. 2.2. Practice personal wellbeing behaviours to maintain personal wellbeing. 2.3. Recognise and minimise risks to personal wellbeing associated with the work of an athlete. 2.4. Identify and respond to the need for personal wellbeing support and professional advice.
3. Evaluate personal wellbeing strategies.	3.1. Monitor effectiveness of personal wellbeing strategies to identify areas for improvement. 3.2. Adjust personal wellbeing strategies to maximise personal wellbeing.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communications skills to:	• use active listening and questioning to give and receive information and confirm understanding.
Problem-solving skills to:	• make healthy choices.
Teamwork skills to:	• work with coaches and support staff.
Self-management skills to:	• take responsibility for maintaining own wellbeing.

Unit Mapping Information

No equivalent unit

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Assessment Requirements for SISSPAR008 Maintain personal wellbeing as an athlete

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- maintain personal wellbeing as an athlete that involves:
  - planning, implementing and evaluating two wellbeing strategies for enhancing physical wellbeing
  - planning, implementing and evaluating two wellbeing strategies for enhanced mental health wellbeing.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to maintaining personal wellbeing as an athlete
- requirements for athlete personal wellbeing:
  - healthy eating
  - hydration
  - training and recovery
  - safety and security
  - sleep
  - hygiene
  - resilience
  - healthy relationships
  - self-reliance
  - lifestyle
- mental health risks and protective factors
- types of athlete wellbeing strategies:
  - resilience
  - recovery
  - diet locally and when travelling overseas
  - sleep
- sources of wellbeing resources, supports and professional advice

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- roles and responsibilities of coaches, support staff and health professionals applicable to supporting athletes to maintain personal wellbeing.

Assessment Conditions

Skills must be demonstrated in:

- a sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures applicable to maintaining personal wellbeing as an athlete
- sources of information about athlete wellbeing.

Assessment must ensure use of:

- coaches and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSPAR009 Participate in conditioning for sport

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to participate in strength and conditioning to physically prepare for competition in a specific sport.

This unit applies to athletes in the Australian sport industry competing in a sport at a local, state or national level.

Those undertaking this unit work with the support of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Participation

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for sport-specific strength and conditioning.	1.1. Discuss own sport-specific performance and fitness requirements with strength and conditioning specialists. 1.2. Seek sport-specific training and technique advice from strength and conditioning specialists.
2. Participate in training for sport-specific strength and	2.1. Participate in sport-specific training sessions according to strength and conditioning specialist advice. 2.2. Select, set up and use training equipment according to

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conditioning.	organisational policies and procedures and strength and conditioning specialist advice. 2.3. Recognise symptoms of over training and report to strength and conditioning specialists. 2.4. Seek strength and conditioning specialist advice for training recovery.
3. Review sport-specific strength and conditioning outcomes.	3.1. Review own strength and conditioning participation to identify areas for improving participation. 3.2. Monitor own sport-specific performance to evaluate strength and conditioning outcomes. 3.3. Seek advice from strength and conditioning specialists to modify strength and conditioning techniques and improve strength and conditioning outcomes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret strength and conditioning training and techniques information.
Oral communication skills to:	• use active listening and questioning to give and receive information and confirm understanding.
Numeracy skills to:	• interpret, discuss and use fitness, strength and conditioning measurement information • complete training records.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSPAR009 Participate in conditioning for sport

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in conditioning for a specific sport that involves:
  - consulting with a strength and conditioning specialist
  - participating in at least three training sessions, consistent with the strength and conditioning specialist's advice, where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in conditioning for sport
- basic functions of the three energy systems applicable to the specific sport
- main muscle groups required for participation in the specific sport
- types of fitness tests applicable to participation in the specific sport
- types of strength and conditioning regimes:
  - frequency and quantity of sessions
  - time allocation
  - type of conditioning required
  - venue and equipment
  - specialist availability
  - dietary and energy requirements
- major fitness components of physical ability for the specific sport:
  - speed
  - agility
  - endurance
  - strength
  - power
  - stability
  - flexibility
- types of basic strength and conditioning techniques applicable to the specific sport:

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  - resistance training
  - core stability
  - stretching
  - aerobic and anaerobic conditioning
- types and safe use of strength and conditioning equipment
- types of strength and conditioning specialists:
  - physiotherapist
  - sport-specific coach
  - sports trainer
  - strength and conditioning coach
  - fitness instructor
- signs and symptoms of overtraining:
  - tired and sore muscles
  - feeling unwell
  - fatigue
  - disturbed sleep patterns
  - stress
  - increase in injuries
  - poor performance
- types of recovery methods.

Assessment Conditions

Skills must be demonstrated in:

- a sport-specific environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

organisational policies and procedures applicable to participating in conditioning for sport

first aid

drinking water.

Assessment must ensure use of:

- strength and conditioning facilities and equipment
- strength and conditioning specialists.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSRGL001 Conduct rugby league coaching sessions with foundation level participants

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in rugby league.

This unit applies to individuals working under supervision in community based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rugby league

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for rugby league sessions with foundation level participants.	1.1. Confirm assigned rugby league session duties with supervisor. 1.2. Interpret rugby league session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements.

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	1.4. Select and check equipment and resources for wear and tear and report to supervisor. 1.5. Report rugby league session set-up problems to supervisor.
2. Conduct rugby league sessions with foundation level participants.	2.1. Communicate and confirm foundation level participant understanding of rugby league session activity instructions and safe participation requirements. 2.2. Communicate and model rugby league participation behaviour standards. 2.3. Present, sequence and pace rugby league session activities to meet rugby league session plans. 2.4. Instruct and demonstrate safe rugby league techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities.
3. Complete rugby league sessions with foundation level participants.	3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in rugby league sessions to identify wear and tear and report to supervisor. 3.4. Pack up rugby league equipment, resources and refreshments according to organisational policies and procedures.
4. Review rugby league sessions.	4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record attendance.

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Oral communications skills to:	• use age-appropriate language to engage foundation level participants • use active listening and questioning to give and receive instructions and confirm understanding • interact with foundation level participants in a polite and positive manner.
Numeracy skills to:	• estimate time and space requirements for rugby league session activities.
Planning and organising skills to:	• complete assigned duties in a timely manner according to session plans and supervisor instructions.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSRGL001 Conduct rugby league coaching sessions with foundation level participants

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three rugby league coaching sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to conducting rugby league coaching sessions with foundation level participants
- rugby league tactical and technical fundamentals for foundation level participants:
  - running with and without a ball
  - footwork
  - ball handling
  - kicking
  - scrummaging
  - attack skills
  - defence skills
  - tackling skills
- organisational layout of rugby league activities
- rugby league equipment and resources:
  - rugby league fields
  - rugby league balls
  - uniforms
  - footwear
  - personal protective equipment
  - stop watches
  - whistles
  - cones
  - safe set-up and lay-out

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  - safe condition
  - safe use
  - safe pack-up
- rugby league rules, regulations and policies applicable to coaching foundation level participants
- rugby league safe participation requirements:
  - obeying the rules
  - use of protective equipment
  - hydration
- coaching communication styles for foundation level participants:
  - instruction
  - demonstration
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- behaviours expected of an assistant coach:
  - promoting positive interaction and participation
  - using acceptable language
  - arriving on time
  - using self reflection to identify areas for improvement
- methods to:
  - instruct safe use of equipment and techniques
  - instruct safe sport techniques
  - instruct warm-up, skill development and cool down activities
  - establish behaviour standards
  - promote cooperation and good relationships
  - demonstrate techniques
  - encourage interaction and participation
  - give and receive feedback
  - respond to questions
  - report problems to supervisor
- rugby league session plan elements
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

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- a community based sport environment in rugby league. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- Australian Rugby League rules, regulations and policies applicable to coaching foundation level participants
- rugby league facilities, equipment and resources:
  - Australian Rugby League approved balls
  - uniforms
  - footwear
  - personal protective equipment
  - ankle braces and thigh protectors
  - tackle bags
  - stop watches
  - whistles
  - cones
- organisational safety, emergency response and first aid procedures for rugby league.

Assessment must ensure use of:

- rugby league session plan
- a supervisor and rugby league foundation level participants to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSRGL002 Participate in rugby league at an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical rugby league skills at an intermediate level through participation in rugby league.

This unit applies to athletes in the Australian sport industry competing in rugby league at a regional, state or national level.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Rugby league

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in intermediate level rugby league activities.	1.1. Interpret and apply rugby league rules, regulations and policies to rugby league participation. 1.2. Participate in rugby league training activities and competitions in a safe manner, according to organisational policies and procedures. 1.3. Link and perform intermediate level rugby league skills

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	to form a sequence of movements in practice and competition conditions. 1.4. Communicate with team members and coach during activities using rugby league communication systems and terminology.
2. Prepare to compete in rugby league at an intermediate level.	2.1. Consult with coach to identify intermediate tactical and technical rugby league skills to be developed. 2.2. Participate in training activities to develop identified intermediate level tactical and technical rugby league skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for rugby league competitions.
3. Implement rugby league game plan at an intermediate level.	3.1. Implement game plans during competition. 3.2. Interpret rugby league game statistics to identify and implement adjustments to improve intermediate level performance during competition. 3.3. Maintain communication with team members and coach before, during and after competitions.
4. Review intermediate level rugby league performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own intermediate level rugby league performance. 4.2. Analyse rugby league competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own intermediate level rugby league performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future intermediate level rugby league training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play

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- respond to environmental conditions.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSRGL002 Participate in rugby league at an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in rugby league at an intermediate level that involves:
  - complying with rugby league rules, regulations and policies
  - performing intermediate level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing intermediate level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with team members, coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in rugby league at an intermediate level
- tactical and technical fundamentals of rugby league for intermediate level athletes:
  - tactical:
    - attack and defence
    - impulse plays
    - use of structured plays
    - moving the ball wide
    - tackling types and styles
    - scrummaging tactics and set plays from a scrum
    - positional play in line of attack
    - positional play in defensive line
    - field positioning to generate a try
    - field positioning to generate a field goal
    - use of angles
    - use of fast or slow paced play-the-balls

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        - plays to maximise weaknesses in opposition team plays
        - plays to counter strengths in frequently used opposition team plays
        - counter tactics to diminish or negate opposition player strengths
    - technical:
        - game sense and decision making at an intermediate level
        - body protection
        - running
        - ball handling
        - ruck plays
        - kicking
        - scrummaging
        - attack skills
        - tackling
- game strategy:
    - roles of individual athletes in the game strategy
    - patterns of play in attack and defence including up and in, and slide
    - attacking systems of play
    - defending systems of play
    - set team plays including orthodox and unorthodox
    - varying use of space including concepts of width and depth
    - situational plays
    - positions and match-ups
    - situational kicking in games
    - percentage football
    - identifying strengths and weaknesses of opposition game strategies and tactics and development of counter-tactics
- rugby league biomechanical principles
- types, characteristics, function and safe use of rugby league equipment, facilities and technological aids
- types of strengths and weaknesses of intermediate level rugby league athletes:
    - physical
    - tactical
- training activities for intermediate level rugby league athletes:
    - intermediate drills
    - warm-ups and cool-downs
    - breaking down and sequencing of skills
    - coordinated positional play
- competitions and pathways for intermediate level rugby league athletes
- types and contents of game plans for intermediate level rugby league athletes

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- types and methods of analysing competition statistics for intermediate level rugby league athletes:
  - playing statistics for own team and opposition
  - penalties
  - errors and turnovers
  - completion rates
  - tries scored and manner in which tries are scored
  - tackle counts
- types and potential impacts of environmental conditions
- intermediate level rugby league rules, regulations and policies
- methods for self reflection
- rugby league communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- a rugby league environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- rugby league rules, regulations and policies
- organisational policies and procedures applicable to participating in rugby league at an intermediate level
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- rugby league equipment and facilities:
  - balls
  - uniforms
  - footwear
  - personal protective equipment
- rugby league opposition competing at an intermediate level, coach, officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO001 Conduct sport coaching sessions with foundation level participants

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in a specific sport.

This unit applies to individuals working under supervision in community based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for sport-specific sessions with foundation level participants.	1.1. Confirm assigned sport-specific session duties with supervisor. 1.2. Interpret sport-specific session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements.

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	1.4. Select and check equipment and resources for wear and tear and report to supervisor. 1.5. Report sport-specific session set-up problems to supervisor.
2. Conduct sport-specific sessions with foundation level participants.	2.1. Communicate and confirm foundation level participant understanding of sport-specific session activity instructions and safe participation requirements. 2.2. Communicate and model sport-specific participation behaviour standards. 2.3. Present, sequence and pace sport-specific session activities to meet sport-specific session plans. 2.4. Instruct and demonstrate safe sport-specific techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities.
3. Complete sport-specific sessions with foundation level participants.	3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in sport-specific sessions to identify wear and tear and report to supervisor. 3.4. Pack up sport-specific equipment, resources and refreshments according to organisational policies and procedures.
4. Review sport-specific sessions.	4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record attendance.

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Oral communication skills to:	• use age-appropriate language to engage foundation level participants • use active listening and questioning to give and receive instructions and confirm understanding • interact with foundation level participants in a polite and positive manner.
Numeracy skills to:	• estimate time and space requirements for sport-specific session activities.
Planning and organising skills to:	• complete assigned duties in a timely manner according to session plans and supervisor instructions.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSSCO001 Conduct sport coaching sessions with foundation level participants

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three sport-specific sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to conducting sport coaching sessions with foundation level participants
- tactical and technical fundamentals of a specific sport for foundation level participants
- organisational layout of sport-specific activities
- sport-specific equipment and resources:
  - safe set-up and lay-out
  - safe condition
  - safe use
  - safe pack-up
- sport-specific safe participation requirements:
  - obeying the rules
  - use of protective equipment
  - hydration
- coaching communication styles for foundation level participants:
  - instruction
  - demonstration
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language

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- behaviours expected of an assistant coach:
  - promoting positive interaction and participation
  - using acceptable language
  - arriving on time
  - using self reflection to identify areas for improvement
- methods to:
  - instruct safe use of equipment and techniques
  - instruct safe sport techniques
  - instruct warm-up, skill development and cool-down activities
  - establish behaviour standards
  - promote cooperation and good relationships
  - demonstrate techniques
  - encourage interaction and participation
  - give and receive feedback
  - respond to questions
  - report problems to supervisor
- sport-specific session plan elements
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- sport-specific rules, regulations and policies
- sport-specific facilities, equipment and resources
- organisational safety, emergency response and first aid procedures for the specific sport.

Assessment must ensure use of:

- a sport-specific session plan
- a supervisor and foundation level participants to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO002 Work in a community coaching role

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to meet Australian sport industry expectations of a community coach. It includes meeting legal, ethical and job responsibilities and working with others.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work in a sport environment.	1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements. 1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical

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	job role responsibilities. 1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met.
2. Contribute to a productive workplace environment.	2.1. Apply sport-specific industry code of conduct to own coaching practice. 2.2. Model behaviours expected of a coach in a community sport environment. 2.3. Carry out work tasks according to organisational policies and procedures. 2.4. Request, acknowledge and act on feedback provided by others within scope of job role. 2.5. Identify and resolve workplace problems within scope of job role. 2.6. Escalate workplace problems outside scope of job role according to organisational policies and procedures.
3. Communicate with others.	3.1. Communicate with others in a professional and positive manner. 3.2. Select and use communication style to suit audience, situation and communication medium. 3.3. Use active listening and questioning techniques to clarify and confirm understanding. 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences.
4. Support working relationships.	4.1. Develop and maintain working relationships with others relevant to own job role. 4.2. Seek assistance from and aid others to promote cooperation and fulfil work requirements. 4.3. Use strategies to minimise impact of conflict on working relationships.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Planning and organising skills to:	• complete assigned duties in a timely manner according to job role responsibilities.
Technology skills to:	• access the internet to source sport industry information.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSCO002 Work in a community coaching role

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- work in a community coaching role in a specific sport over 10 hours that involves:
  - complying with the code of conduct
  - meeting legal and ethical responsibilities
  - following organisational policies and procedures
  - seeking and responding to feedback
  - maintaining positive relationships with two of the following:
    - head coach
    - another coach
    - assistant coach
    - an official
    - a parent or carer of a participant
    - a committee member
    - a sport administrator
    - a school staff member.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

sport-specific governance structure and key contacts

- organisational policies and procedures related to working in a community coaching role
- legal and ethical responsibilities of a community coach:
  - member protection
  - child protection
  - work health and safety
  - negligence and duty of care requirements
  - insurance
  - privacy and confidentiality
- National Sporting Organisation policies applicable to community coaching:

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    - safe guarding children
    - integrity
    - social media
    - code of conduct
    - anti-doping
    - member protection
- role and responsibilities of a community coach:
    - training
    - competition
    - limitations to the coach role:
        - in injury management if not trained in first aid
        - in providing sport science advice if not qualified
- characteristics of a good coach:
    - interpersonal skills
    - communication skills
    - sport-specific knowledge and skills
- maintaining good working relationships
- types of behaviours expected in a sport environment:
    - being prepared
    - promoting cooperation and good relationships
    - using acceptable language
    - dressing in a professional manner
    - arriving on time
    - using self reflection to identify areas for improvement
- methods of communication:
    - verbal:
        - use of language and tone
        - constructive feedback
        - active listening
        - questioning
        - asking for advice
        - use of interpreters for languages other than English and for the hearing impaired
    - non verbal:
        - body language
        - personal presentation
        - gestures and mannerisms
        - voice tone and volume
        - use of space
    - written
- methods for responding to challenges in a sport environment:

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- communication breakdown
- selection disputes
- abuse of officials
- team conflict
- complaints
- members' protection breaches.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- sport industry information
- computer connected to the internet
- organisational policies and procedures related to community coaching including a code of conduct
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- sport organisation personnel and participants.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO003 Meet participant coaching needs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to adapt coaching practices in a specific sport to meet individual participant needs from a diverse range of population groups including but not limited to:

- boys
- girls
- adolescent boys
- adolescent girls
- adult men
- adult women
- pregnant women
- older adults
- those with a physical disability
- those who are deaf or hard of hearing
- the blind and visually impaired
- those with an intellectual disability
- culturally and linguistically diverse groups.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

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Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify individual participant coaching needs.	1.1. Use questioning to identify and confirm individual participant needs, expectations and preferences. 1.2. Apply principles of classification to determine disability class for participants with a disability. 1.3. Assess participant functional ability and developmental readiness to acquire and perform sport-specific skills. 1.4. Review individual participant needs to identify potential inclusion barriers and coaching risks.
2. Conduct coaching to meet individual participant needs.	2.1. Customise session plans to address potential inclusion barriers and mitigate coaching risks. 2.2. Select and adapt equipment, coaching practice and communication styles to meet participant needs. 2.3. Maintain professional boundaries with participants according to organisational policies and procedures. 2.4. Monitor participation engagement, performance and safety risks and adjust coaching practices to maximise inclusion and training outcomes.
3. Evaluate inclusive coaching practices.	3.1. Monitor sessions to identify opportunities for increasing inclusion and improving training outcomes. 3.2. Seek feedback from others to identify areas to improve own coaching practice. 3.3. Reflect on own coaching practice to identify areas for improvement. 3.4. Recognise own limitations in supporting inclusion and seek advice to address.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

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SKILLS	DESCRIPTION
Reading skills to:	• interpret participant information to identify individual participant needs • interpret organisational policies and procedures relevant to inclusion.
Writing skills to:	• document modifications to session plans in required detail and format.
Oral communications skills to:	• use appropriate language to engage participant population groups • ask open and closed questions and actively listen to determine and meet individual participant needs • interact respectfully with diverse population groups.
Learning skills to:	• reflect on personal coaching approaches with diverse population groups as part of the review process.
Problem-solving skills to:	• respond to individual needs of participants from diverse population groups.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSCO003 Meet participant coaching needs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- plan, conduct and evaluate three sport-specific coaching sessions on three occasions for a duration of at least 30 minutes each that involves:
  - customising the session plans to meet the individual needs of participants from two of the following population groups:
    - boys
    - girls
    - adolescent boys
    - adolescent girls
    - adult men
    - adult women
    - pregnant women
    - older adults
    - those with a physical disability
    - those who are deaf or hard of hearing
    - the blind and visually impaired
    - those with a intellectual disability
    - culturally and linguistically diverse groups
  - applying inclusive and non discriminatory coaching practices.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to meeting individual participant needs
- key areas of diversity, their characteristics and ways to accommodate in coaching practices:
  - culture, race and ethnicity
  - disability
  - religious and spiritual beliefs

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    - gender
    - generational differences
    - sexual orientation and identity
- principles of inclusion in sport:
    - inclusive learning and participation
    - how to be inclusive as a coach
    - barriers to inclusion
    - benefits versus risk of participation
- types and characteristics of specific population groups:
    - boys
    - girls
    - adolescent boys
    - adolescent girls
    - adult men
    - adult women
    - pregnant women
    - older adults
    - those with a physical disability
    - those who are deaf or hard of hearing
    - the blind and visually impaired
    - those with an intellectual disability
    - culturally and linguistically diverse groups
- factors that affect participant ability to acquire skills:
    - participation and competitive motivations
    - medical needs
    - levels of support and care
    - physical
    - previous experience
    - level of literacy skills
    - level of numeracy skills
    - cognitive factors
    - religious beliefs
    - communication strategies
    - cultural values
    - social characteristics
    - level of ability
    - impact of disability
    - aging processes
    - range of movement
    - safety factors

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    - recovery techniques
    - functional ability
- coaching practice adaptations:
    - coaching methods
    - equipment adaptations
    - duration of activity
    - type of activity
- development and maturation:
    - stages of growth and development
    - long term growth considerations versus early specialisation
    - impact of puberty:
        - physical
        - social
        - differences between males and females
    - overtraining and overuse in young participants
- classification systems to enable equitable competition among participants with similar functional ability and medical conditions
- competition options, rules and requirements for participants from specific population groups
- needs of female participants
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community-based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- sport-specific facilities, equipment and resources
- organisational policies and procedures related to meeting participant needs
- organisational safety, emergency response and first aid procedures
- National Sporting Organisation policies applicable to inclusion.

Assessment must ensure use of:

- a sport-specific session plan
- specific population group participants specified in the Performance Evidence.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO004 Plan, conduct and review coaching programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to deliver coaching programs in a specific sport. This can include seasonal programs depending on the specific sport.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisation.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan sport-specific programs.	1.1. Gather and review sport-specific participant information to assess participant developmental readiness. 1.2. Set sport-specific program objectives to meet participant developmental readiness. 1.3. Determine program content to address sport-specific program objectives. 1.4. Select coaching practices to meet sport-specific program

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	objectives. 1.5. Develop and document sport-specific program plans.
2. Conduct sport-specific programs.	2.1. Communicate and confirm participant understanding of sport-specific program instructions and safe participation requirements. 2.2. Present, sequence and pace sport-specific program activities according to sport-specific program plans. 2.3. Select and use communication styles to achieve sport-specific program objectives. 2.4. Observe participant practice to assess participant ability to perform activities. 2.5. Modify sport-specific program activities as required to meet participant needs and environmental conditions. 2.6. Monitor sport-specific programs to identify and address risks to participant safety. 2.7. Analyse participant performance and provide feedback to participants to improve performance. 2.8. Conduct end of sport-specific program review to evaluate sport-specific program plan and inform future sport-specific program planning processes.
3. Promote good behaviour.	3.1. Communicate and model sport-specific participation behaviour standards. 3.2. Monitor participation to identify poor behaviour. 3.3. Use behaviour management strategies to address participant poor behaviour in accordance with organisational policies and procedures.
4. Reflect on coaching practice.	4.1. Seek feedback from others to identify areas to improve own sport-specific coaching practice. 4.2. Reflect on own sport-specific coaching practice to identify areas for improvement. 4.3. Analyse findings and incorporate learnings in future sport-specific programs. 4.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION

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Reading skills to:	• interpret sport-specific program plans • interpret documents that describe sport-specific organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage participants • ask open and closed questions and actively listen to determine and meet participant needs • interact with participants in a polite and positive manner • give sport-specific instructions to participants.
Numeracy skills to:	• estimate time and space requirements for sport-specific program activities.

Unit Mapping Information

SISSSCO303 Plan and deliver coaching programs

Links

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Assessment Requirements for SISSSCO004 Plan, conduct and review coaching programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and review one sport-specific program plan that includes at least eight sport-specific sessions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational procedures applicable to planning, conducting and reviewing programs in a specific sport
- program planning considerations:
  - matching program to suit participant developmental readiness
  - program objectives
  - progression and regression activities and modified games
  - activities inclusive of all participants
  - contingency plans to accommodate environmental conditions
  - designing activities that require participants to think and make meaningful decisions about sport-specific situations
  - sequencing and linking program sessions and activities to develop and progress skills
  - methods for making programs engaging
  - group organisation
- sport-specific equipment and resource constraints and options:
  - group organisation
  - safe set-up and layout
  - allocation of space and resources for programs
- program review, evaluation and adjustment processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

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- a community based sport environment in a specific sport. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- sport-specific facility, equipment and resources
- organisational safety, emergency response and first aid procedures
- National Sporting Organisation rules, regulations and policies applicable to planning, conducting and reviewing programs.

Assessment must ensure use of:

- program plan template
- sport-specific participants to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO005 Continuously improve coaching skills and knowledge

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to meet the behaviours and standards expected of a coach, and self-evaluate to continuously improve coaching practice and performance. It includes interpreting sport industry information and developing a required knowledge base to support coaching practice and performance.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply coaching professional standards.	1.1. Source and interpret sport-specific code of conduct and coach requirements to maintain knowledge of professional standards expected of a coach. 1.2. Model professional standards expected of a coach.

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	1.3. Evaluate own coaching practice to confirm professional standards are met.
2. Apply inclusive coaching practices.	2.1. Source and interpret sport and sport-specific industry information to maintain knowledge of best practice inclusive coaching. 2.2. Coach to create inclusive sport participation environments and meet individual participant needs. 2.3. Evaluate own coaching practice to confirm inclusive coaching principles are applied.
3. Use technology for coaching.	3.1. Source and interpret information on current and emerging technologies relevant to community sport coaching. 3.2. Evaluate, select and use technology in coaching practice. 3.3. Evaluate own selection and use of technology to identify and address opportunities to improve own use of technology.
4. Improve coaching performance.	4.1. Observe and work with other coaches to identify contemporary coaching practices. 4.2. Seek feedback from others to gather information about own coaching practice. 4.3. Reflect on and evaluate own coaching practice to identify self improvement needs. 4.4. Participate in opportunities to address self improvement needs and update professional knowledge. 4.5. Adjust own coaching practice to improve coaching performance. 4.6. Document professional development activities and share learnings with colleagues according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• document professional development activities in required detail and format.
Oral communications skills to:	• use active listening and questioning to seek and receive feedback.

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Technology skills to:

- use the internet to source sport industry information.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSCO005 Continuously improve coaching skills and knowledge

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- practice community coaching in a specific sport over 10 hours that involves:
  - meeting professional standards
  - using coaching approaches to create an inclusive sport participation environment
  - using technology in coaching practice
  - evaluating own coaching practice and performance
  - identifying and acting on one area for improving own coaching practice.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching practice and professional standards
- sources of sport and sport-specific information
- sources of information on current and emerging technology used in the sport industry
- self reflection and evaluation processes
- coaching practices applicable to creating an inclusive sports participation environment
- professional development opportunities and resources.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- a computer with access to the internet

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- organisational policies and procedures and professional standards related to coaching
- template for recording professional development activities
- organisational safety, emergency response and first aid procedures
- sport organisation personnel and participants.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO006 Implement sport selection policies and procedures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use selection policies, procedures and criteria to make selection decisions in consultation with relevant personnel in specific sports. It focuses on communicating policies, procedures and criteria to candidates, compiling selection data for candidates and applying organisational selection policies and procedures.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish selection requirements.	1.1. Review selection criteria and conditions to identify selection requirements. 1.2. Communicate and confirm candidate understanding of selection requirements.

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	1.3. Consult with selection panel members to confirm understanding of selection requirements.
	1.4. Encourage candidates to seek selection advice and support from relevant sources.
2. Make selection decisions.	2.1. Determine candidate information required to meet selection requirements.
	2.2. Assess candidate performance and collect selection data required to meet selection requirements.
	2.3. Analyse and document selection data in consultation with candidates.
	2.4. Work with selection panel members to objectively evaluate selection data against selection criteria to negotiate and document selection decisions.
	2.5. Work with selection panel members to identify and resolve ethical selection problems.
3. Inform candidates.	3.1. Communicate and document selection decisions according to notification procedures.
	3.2. Provide constructive feedback to unsuccessful candidates.
	3.3. Participate in appeals according to selection requirements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret selection policies, procedures, criteria and conditions.
Oral communication skills to:	• ask open and closed questions and actively listen to determine and meet selection requirements • interact with candidates and selection panel members in a polite and positive manner.
Numeracy skills to:	• interpret, record, analyse and discuss participant performance data.
Planning and organising skills to:	• meet selection timeframes.

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Unit Mapping Information

SISSSCO305 Implement selection policies

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Assessment Requirements for SISSSCO006 Implement sport selection policies and procedures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement selection policies and procedures to select candidates for one sport-specific team or competition.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to selection:
  - selection criteria and conditions
  - composition of selection panels
  - roles and responsibilities for selection
  - conflict of interest
  - timeframes to which selection criteria apply
  - application of selection criteria
  - notification of selection and non selection
  - feedback mechanisms and timeframes for successful and non successful candidates
  - appeals
  - special considerations
  - complaints
  - record keeping
  - code of conduct
  - confidentiality
- sport-specific policies that impact on selection of candidates
- expected levels of performance to inform the application of selection policies and procedures
- organisational roles and responsibilities of key people and communication channels applicable to selection
- complaint resolution strategies to address selection disputes
- types of selection criteria:
  - citizenship

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  - qualification standards
  - age
  - membership of sport-specific associations
  - past performance
  - current and potential future performance
  - sport-specific benchmarks
  - availability
  - attitude and behaviour
- types of candidates:
  - participants
  - coaches
  - support staff
  - officials.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures applicable to selection
- National Sporting Organisation policies applicable to selection
- selection record keeping templates.

Assessment must ensure use of:

- candidates and selection panel members.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO007 Apply sport psychology principles

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist participants to develop basic psychological skills to optimise sporting performance in sport-specific training and competition settings.

This unit applies to individuals working in community-based roles in the Australian sport industry in coaching and support roles. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation, and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain knowledge of sport psychology.	1.1. Source and interpret applied sport psychology information related to sport performance. 1.2. Apply sport psychology principles relevant to own role to own practice. 1.3. Select support staff and resources to assist with the development of sport-specific psychological skills.

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2. Provide sport psychology information to participants.	2.1. Identify sport psychology principles relevant to participants and assess participant sport psychology information appropriate to individual participant needs. 2.2. Present sport psychology information to participants in a format using learning activities and experiences appropriate to individual participant needs. 2.3. Check and clarify participant understanding of sport psychology information. 2.4. Encourage participants to access sport psychology resources appropriate to individual needs.
3. Assist participants to develop psychological skills.	3.1. Monitor participants to identify basic psychological skills needs. 3.2. Develop basic psychological skills to meet participant needs in consultation with participants. 3.3. Assist participants to implement basic psychological skills during competition performance.
4. Evaluate psychological skills.	4.1. Analyse participant competition performance against expected competition outcomes. 4.2. Evaluate participant psychological skills during competition performance in consultation with participant. 4.3. Identify ongoing psychological skill development needs to assist participant to improve performance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• document sport psychology information and resources for participants.
Oral communication skills to:	• ask open and closed questions and actively listen to inform and support participants • negotiate strategies with participants to achieve sport performance.
Numeracy skills to:	• interpret and discuss participant performance data.
Problem-solving skills to:	• develop, review and modify psychological skill development strategies.
Technology skills to:	• access the internet to source sport psychology information.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSCO007 Apply sport psychology principles

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

apply sport psychology principles to support one participant in a specific sport that involves:

- using three of the following strategies:
  - managing emotions
  - using relaxation techniques
  - managing self-talk
  - managing stress
  - establishing pre-, during- and post-performance psychological routines
  - identifying sources of intrinsic and extrinsic motivation
  - setting goals
  - visualisation
  - self reflection on performance
  - managing concentration
- assisting the participant to manage performance outcomes
- assisting the participant to access sport psychology professionals.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to applying sport psychology principles
- information sources applicable to sport psychology
- principles of sport psychology for sporting performance:
  - the brain and its functions
  - psychological demands of specific sports
  - emotions
  - concentration
  - motivation
  - goal setting
  - self reflection on performance

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- role and responsibilities of sport psychology professionals
- psychological skills to enhance performance:
  - managing emotions
  - managing concentration
  - establishing pre-, during- and post-performance psychological routines
  - using relaxation techniques
  - managing self-talk
  - managing stress
  - understanding motivation
  - setting goals
  - visualisation
  - self reflection on performance
- techniques to assist participants to manage performance outcomes
- techniques to create a positive environment for participants
- psychology advice and support referral services for participants.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures relevant to sport psychology
- computer with access to the internet.

Assessment must ensure use of:

- participants
- sport psychology resources.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSCO008 Apply anti-doping policies

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to inform participants about anti-doping policies in sport and assist participants to address drugs in sport issues according to legislative and sport-specific anti-doping requirements.

This unit applies to individuals working in community based roles in the Australian sport industry in coaching and support roles. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation, and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain knowledge of anti-doping policies in sport.	1.1. Source and interpret sport and sport-specific industry information to identify anti-doping policy requirements. 1.2. Apply anti-doping policy requirements relevant to own role and apply to own practice. 1.3. Identify support staff and anti-doping resources to assist with drugs in sport issues.

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2. Provide anti-doping information to participants.	2.1. Determine anti-doping policy requirements relevant to participants and assess participant anti-doping information needs. 2.2. Present anti-doping information to participants in a format using learning activities and experiences appropriate to individual participant needs. 2.3. Check and clarify participant understanding of anti-doping information. 2.4. Encourage participants to access support staff and anti-doping resources.
3. Develop and implement strategies to assist participants.	3.1. Develop strategies to address participant drugs in sport issues in consultation with participants. 3.2. Assist participants to implement strategies according to organisational policies and procedures. 3.3. Seek feedback from participants to review effectiveness of strategies. 3.4. Adjust strategies to better assist participants to address drugs in sport issues.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• document anti-doping information for participants.
Oral communication skills to:	• ask open and closed questions and actively listen to inform participants.
Numeracy skills to:	• interpret and discuss drugs in sport data.
Initiative and enterprise skills to:	• identify and act on opportunities to inform participants of anti-doping requirements.
Technology skills to:	• access the internet to source anti-doping information.

Unit Mapping Information

No equivalent unit

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Assessment Requirements for SISSSCO008 Apply anti-doping policies

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- apply anti-doping policies to support three participants in a specific sport that involves:
  - conveying the following international and domestic anti-doping policies:
    - banned and restricted drug classes
    - drug testing procedures and protocols
    - deliberate use of drugs
    - inadvertent use of drugs
    - social drug use
    - ethical implications
    - health effects of banned substances
    - therapeutic use of banned drugs
    - participants' rights and responsibilities
    - herbal medications and supplements
    - hearings and sanctions
  - consulting with the participants to develop, implement and review strategies to support them with drugs in sport issues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to applying anti-doping policies
- requirements of the world anti-doping code applicable to coaches and participants
- anti-doping policy of the sport-specific National Sporting Organisation
- types of support staff and how they can assist participants with anti-doping
- methods of checking the status of medications
- types of prohibited substances and methods in sport
- therapeutic use of exemptions (TUE)
- prohibited list
- role of drug testing in sport
- types of prohibited substances in foods and supplements

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- drugs in sport issues:
  - banned and restricted drug classes
  - drug testing procedures and protocols
  - deliberate use of drugs
  - inadvertent use of drugs
  - recreational drug use
  - ethical implications
  - health effects of banned substances
  - therapeutic use of banned drugs
  - herbal medications and supplements
  - hearings and sanctions
- available support services and resources to assist participants with drugs in sport issues
- consent requirements for underage participants
- strategies to assist participants to address drugs in sport issues:
  - educational programs
  - use of drugs in sport information services including Australian Sports Anti-Doping Authority (ASADA)
  - intervention strategies
  - ethical codes and policies.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures relevant to anti-doping
- anti-doping policies and codes:
  - world anti-doping code (WADA)
  - Australian Sports Anti-Doping Authority (ASADA)
  - National Sporting Organisation anti-doping policy
- computer with access to the internet.

Assessment must ensure use of:

- participants and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO009 Work collaboratively with others in a sport environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work with sport staff including coaches, officials and support staff in a sport environment. It includes maintaining positive working relationships. Sport staff may be volunteers or paid employees.

This unit applies to individuals working in the Australian sport industry in community based coaching, officiating and support roles. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Engage with sport staff.	1.1. Establish and maintain working relationships with sport staff to meet participant needs. 1.2. Consult with sport staff to plan and implement strategies to meet participant needs. 1.3. Evaluate effect of strategies on participant performance

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	in consultation with sport staff.
2. Manage sport staff.	2.1. Allocate responsibilities and tasks to sport staff. 2.2. Communicate and confirm sport staff understanding of allocated responsibilities, tasks and expected standard of work. 2.3. Evaluate sport staff performance against allocated responsibilities, tasks and expected standard of work. 2.4. Counsel sport staff to improve performance and record outcomes in accordance with organisational policies and procedures.
3. Reflect on working relationships.	3.1. Seek feedback from others to identify areas to improve working relationships. 3.2. Reflect on own working relationships to identify areas for improvement. 3.3. Analyse findings and incorporate learnings in maintaining relationships with others.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret organisational policies and procedures.
Oral communication skills to:	• interact with sport staff and participants in a polite and positive manner.

Unit Mapping Information

SISSSCO409 Work collaboratively with support personnel

Links

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Assessment Requirements for SISSSCO009 Work collaboratively with others in a sport environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- work collaboratively with two sport staff that involves:
  - evaluating the working relationships
  - coordinating sport staff to meet the requirements of a program, an event or a competition.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to working collaboratively with others
- types and areas of expertise of sport staff:
  - sport administrators
  - team managers
  - coaches
  - competition managers
  - facility managers
  - fitness professionals
  - officials
  - sport physicians
  - sports trainers
  - parents and guardians
  - physiotherapists
  - exercise physiologists
  - sport scientists
  - remedial massage therapists
  - dieticians
  - psychologists
- types of collaboration strategies:
  - communication processes

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- clarifying roles and responsibilities
- negotiation of best possible outcome for participants
- decision making
- questioning and clarification of decisions
- technology platforms
- conflict management.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures relevant to collaborating with others in a sport environment.

Assessment must ensure use of:

- participants, coaches, officials and support staff.
-

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO010 Implement sport talent identification programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to implement and evaluate a talent identification program for participants. It focuses on identifying and developing potential participants to perform at advanced competition level in a sport.

This unit applies to individuals working in the Australian sport industry in community based coaching, officiating and support roles. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify talented sport participants.	1.1. Conduct fitness and sport-specific testing of participants according to testing protocols. 1.2. Develop and document performance criteria to match advanced program performance requirements. 1.3. Analyse fitness and sport-specific test results against performance criteria to identify participants for advanced

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	programs. 1.4. Communicate and document talent selection decisions according to organisational policies and procedures. 1.5. Provide feedback and advice to unsuccessful participants. 1.6. Develop and document action plans to transition participants to future sporting goals in consultation with participants.
2. Develop training programs to develop talent.	2.1. Develop sport training programs in consultation with support staff to develop advanced performance. 2.2. Select training program implementation strategies to suit participant needs. 2.3. Document training programs according to organisational policies and procedures.
3. Implement training programs to develop talent.	3.1. Discuss and confirm training programs with participants. 3.2. Implement training according to training programs. 3.3. Monitor training and analyse participant performance in competition situations against expected performance. 3.4. Determine and document participants to be retained according to organisational policies and procedures. 3.5. Determine and document reasons for participants leaving training programs.
4. Evaluate talent identification program.	4.1. Seek feedback from participants and support staff to identify areas to improve talent identification program. 4.2. Participate in talent identification program evaluations. 4.3. Suggest modifications to talent identification programs according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

	DESCRIPTION
SKILLS	
Reading skills to:	• interpret organisational policies and procedures, and testing protocols.
Oral communication skills to:	• ask open and closed questions and actively listen to participants and support staff • interact with participants and support staff in a polite and positive manner.

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Numeracy skills to:	• interpret fitness and sport-specific test protocols and data • use equipment to test participant fitness and sport-specific performance • complete fitness and sport-specific test records using mathematical symbols and conventions.
Teamwork skills to:	• work with support staff to implement talent identification programs.

Unit Mapping Information

SISSSCO410 Implement a talent identification program

Links

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Assessment Requirements for SISSSCO010 Implement sport talent identification programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement a talent identification program to identify and develop three talented participants at the advanced level that involves:
  - testing and applying performance criteria to identify talented participants
  - advising unsuccessful participants
  - developing, implementing and monitoring training programs to develop talent
  - interacting with participants and support staff
  - evaluating talent identification programs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to implementing talent identification programs
- sport-specific advanced level competition performance requirements
- characteristics of advanced performance participants
- testing protocols:
  - broad based physical and physiological testing
  - sport-specific physical and physiological testing
  - psychological testing
  - benchmarks for performance
  - testing timeframes
- sport science principles applicable to talent identification:
  - biomechanics
  - physiology
  - psychology
- trends in sport-specific participation
- types of talent identification performance criteria:
  - past performances

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  - goals and/or aspirations
  - eligibility
  - age
  - support structures
  - psychological state
  - sociological observation
  - skill execution
  - sporting benchmarks
- talent development program inclusions:
  - technical skill development
  - strength and fitness training
  - game analysis and tactical development
  - participation in tournaments
  - sport psychology and motivation
  - participant education.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures relevant to talent identification

sport-specific facilities, equipment and resources

- fitness and sport-specific testing equipment, facilities and testing protocols
- sport-specific benchmarks for advanced performance
- National Sporting Organisation policies applicable to talent identification.

Assessment must ensure use of:

- talented participants at the advanced level.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO011 Manage integrity in sport

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage integrity in sport risks, inform participants about integrity in sport and assist participants to address integrity issues.

This unit applies to individuals working in the Australian sport industry in community based roles. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain knowledge of integrity in sport.	1.1. Source and interpret sport industry information to identify sport and sport-specific integrity requirements. 1.2. Determine integrity requirements relevant to own role and apply to own practice. 1.3. Determine support staff and integrity in sport resources to assist with integrity in sport issues.

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2. Manage integrity in sport risks.	2.1. Consult with stakeholders to identify and assess sport-specific and organisation-specific integrity in sport risks. 2.2. Determine and implement integrity in sport risk controls. 2.3. Monitor integrity in sport risks and adjust integrity in sport risk controls to minimise and eliminate integrity in sport risks.
3. Provide integrity in sport information to participants.	3.1. Determine integrity requirements relevant to participants and assess participant integrity in sport information needs. 3.2. Present integrity in sport information to participants in a format that uses learning activities and experiences appropriate to individual participant needs. 3.3. Check and clarify participant understanding of integrity in sport information. 3.4. Encourage participants to access support staff and integrity in sport resources.
4. Develop and implement strategies to assist participants.	4.1. Develop strategies to address participant integrity in sport issues in consultation with participants. 4.2. Assist participants to implement strategies according to organisational policies and procedures. 4.3. Seek feedback from participants to review effectiveness of strategies. 4.4. Adjust strategies to better assist participants to address integrity issues.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• document integrity in sport information for participants • maintain integrity in sport records.
Oral communication skills to:	• ask open and closed questions and actively listen to inform participants.
Initiative and enterprise skills to:	• identify and act on opportunities to inform participants of integrity in sport requirements.
Technology skills to:	• access the internet to source integrity in sport information.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSCO011 Manage integrity in sport

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manage integrity in a specific sport over a period of one month that involves:
  - behaving and making choices with integrity
  - identifying and controlling three integrity in sport risks
  - providing integrity in sport information to three participants
  - consulting with the participants to develop, implement and review strategies to support them with integrity in sport issues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements applicable to integrity in sport
- organisational policies and procedures applicable to integrity in sport
- behaviours that exemplify personal, practice and organisational integrity in sport
- behaviours that undermine personal, practice and organisational integrity in sport
- ethical decision making:
  - relationship between competition and integrity
  - strategies for maintaining awareness of personal values, principles, beliefs and moral codes guiding behaviours and choices
  - strategies for recognising own biases, inclinations, desires and fears that contribute to behaviours and choices
  - strategies for identifying and avoiding slippery slope traps
  - ethical decision making framework
- consequences of poor integrity to:
  - participants
  - wider public
  - work health and safety
- types of support staff and how they can assist participants with integrity in sport issues
- integrity in sport risks and issues:
  - drugs in sport:

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    - illegal drugs
    - pharmaceutical drugs
    - supplements
    - doping using performance enhancing drugs (PEDs)
  - abuse and discrimination including at training and events and on social media and social networking sites:
    - unsafe practices
    - inequality
    - exclusion
    - sideline behaviour of parents and spectators
    - behaviour of coaches and officials
    - child protection
    - harassment
    - sexual harassment
    - victimisation
  - gambling:
    - match fixing
    - illegal betting
    - corruption
    - unethical behaviour
    - criminal behaviour
  - child abuse:
    - sexual
    - physical
    - emotional
    - grooming
    - neglect
    - family violence
    - organised sexual abuse
    - indicators of child abuse
    - impact of abuse
    - creating a child-safe environment
    - reporting child abuse
- available support services and resources to assist participants with integrity in sport issues
- consent requirements for under-age participants
- types of strategies to assist participants to address integrity in sport issues:
  - educational programs
  - integrity in sport government information services
  - intervention strategies
  - development of ethical codes and policies.

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Assessment Conditions

Skills must be demonstrated in:

- a community-based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures relevant to integrity in sport
- sport-specific National Sporting Organisation integrity in sport policies
- computer with access to the internet.

Assessment must ensure use of:

- participants and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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SISSSCO012 Coach sport participants up to an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach sport participants up to an intermediate level in a specific sport. This includes planning, preparing, conducting and reviewing individual sessions.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Individuals undertaking this unit often work autonomously.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan sport-specific sessions for participants up to an intermediate level.	1.1. Gather and review sport-specific participant information to assess developmental readiness of participants up to an intermediate level. 1.2. Set sport-specific session objectives to meet developmental readiness of participants up to an

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	intermediate level. 1.3. Determine session content to address sport-specific session objectives. 1.4. Select coaching practices to meet sport-specific session objectives. 1.5. Develop and document sport-specific session plans for participants up to an intermediate level.
2. Prepare sport-specific sessions for participants up to an intermediate level.	2.1. Prepare facilities, equipment and resources to meet sport-specific session plan requirements. 2.2. Select and set up equipment for safe use by participants up to an intermediate level. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to safety of participants up to an intermediate level.
3. Conduct sport-specific sessions for participants up to an intermediate level.	3.1. Communicate and confirm understanding of sport-specific session activity instructions and safe participation requirements of participants up to an intermediate level. 3.2. Present, sequence and pace sport-specific session activities according to sport-specific session plans. 3.3. Select and use communication styles to achieve sport-specific session objectives. 3.4. Observe practice of participants up to an intermediate level to assess participant ability to perform activities. 3.5. Modify sport-specific session activities as required to meet needs of participants up to an intermediate level and environmental conditions. 3.6. Monitor sport-specific sessions to identify and address risks to safety of participants up to an intermediate level . 3.7. Analyse participant performance and provide feedback to participants to improve performance. 3.8. Conduct end of sport-specific session review to evaluate sport-specific session plan and inform future sport-specific session planning processes.
4. Promote good behaviour.	4.1. Communicate and model sport-specific participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address participant poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own sport-specific coaching practice of participants up to an intermediate level.

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5.2. Reflect on own sport-specific coaching practice of participants up to an intermediate level to identify areas for improvement.

5.3. Analyse findings and incorporate learnings in future sport-specific sessions with participants up to an intermediate level.

5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sport-specific session plans • interpret documents that describe sport-specific organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage participants up to an intermediate level • ask open and closed questions and actively listen to determine and meet needs of participants up to an intermediate level • interact with participants up to an intermediate level in a polite and positive manner • give sport-specific instructions to participants up to an intermediate level.
Numeracy skills to:	• estimate time and space requirements for sport-specific session activities • manage pair and group work for odd and even numbers of participants up to an intermediate level.

Unit Mapping Information

No equivalent unit

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Assessment Requirements for SISSSCO012 Coach sport participants up to an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and review sport-specific sessions for participants up to an intermediate level on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching participants up to an intermediate level in a specific sport
- tactical and technical fundamentals of a specific sport for participants up to an intermediate level
- analysis of movement for participants up to an intermediate level in a specific sport
- modifying activities for participants up to an intermediate level in a specific sport:
  - regress activities
  - progress activities
- organisational layout of sport-specific activities
- types of competitions and pathways for participants up to an intermediate level in a specific sport
- sport-specific rules, regulations and policies applicable to coaching participants up to an intermediate level
- roles and responsibilities of sport-specific coaches and officials applicable to participants up to an intermediate level
- sport-specific session planning for participants up to an intermediate level:
  - session objectives
  - progression and regression activities and modified games
  - activities inclusive of all participants
  - designing activities that require participants to think and make meaningful decisions about sport-specific situations
  - linking sessions to develop and progress skills
  - group organisation
- sport-specific equipment and resources:

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    - selection
    - safe set-up and layout
    - safe condition
    - safe use
- sport-specific safe participation requirements for participants up to an intermediate level:
    - obeying the rules
    - use of protective equipment
    - hydration
- contemporary coaching practices
- coaching communication styles:
    - direct instruction
    - indirect instruction
    - demonstration
    - position of coach
    - problem solving
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- managing poor behaviour:
    - establishing behaviour standards
    - promoting cooperation and good relationships
    - common causes of poor behaviour of participants up to an intermediate level
- methods of observation and feedback during sport-specific sessions with participants up to an intermediate level:
    - how, what and when to observe
    - timing of feedback
- sport-specific session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit

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- drinking water
- sport-specific facilities, equipment and resources
- organisational safety, emergency response and first aid procedures for the specific sport
- National Sporting Organisation rules, regulations and policies applicable to coaching participants up to an intermediate level.

Assessment must ensure use of:

- session plan template
- participants up to an intermediate level to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSSCO013 Coach sport participants up to an advanced level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach sport participants up to an advanced level in a specific sport. This includes planning, preparing, conducting and reviewing individual sessions.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Individuals undertaking this unit often work autonomously.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan sport-specific sessions for participants up to an advanced level.	1.1. Gather and review sport-specific participant information to assess developmental readiness of participants up to an advanced level. 1.2. Set sport-specific session objectives to meet developmental readiness of participants up to an

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	advanced level. 1.3. Determine session content to address sport-specific session objectives. 1.4. Select coaching practices to meet sport-specific session objectives. 1.5. Develop and document sport-specific session plans for participants up to an advanced level.
2. Prepare sport-specific sessions for participants up to an advanced level.	2.1. Prepare facilities, equipment and resources to meet sport-specific session plan requirements. 2.2. Select and set up equipment for safe use by participants up to an advanced level. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to safety of participants up to an advanced level.
3. Conduct sport-specific sessions for participants up to an advanced level.	3.1. Communicate and confirm understanding of participants up to an advanced level of sport-specific session activity instructions and safe participation requirements. 3.2. Present, sequence and pace sport-specific session activities according to sport-specific session plans. 3.3. Select and use communication styles to achieve sport-specific session objectives. 3.4. Observe practice of participants up to an advanced level to assess participant ability to perform activities. 3.5. Modify sport-specific session activities as required to meet participants up to an advanced level needs and environmental conditions. 3.6. Monitor sport-specific sessions to identify and address risks to safety of participants up to an advanced level. 3.7. Analyse participant performance and provide feedback to participants to improve performance. 3.8. Conduct end of sport-specific session review to evaluate sport-specific session plan and inform future sport-specific session planning processes.
4. Promote good behaviour.	4.1. Communicate and model sport-specific participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address participant poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own sport-specific coaching practice of participants up to an advanced level. 5.2. Reflect on own sport-specific coaching practice of

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participants up to an advanced level to identify areas for improvement.

5.3. Analyse findings and incorporate learnings in future sport-specific sessions with participants up to an advanced level.

5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret sport-specific session plans • interpret documents that describe sport-specific organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage participants up to an advanced level • ask open and closed questions and actively listen to determine and meet needs of participants up to an advanced level • interact with participants up to an advanced level in a polite and positive manner • give sport-specific instructions to participants up to an advanced level.
Numeracy skills to:	• estimate time and space requirements for sport-specific session activities • manage pair and group work for odd and even numbers of participants up to an advanced level.

Unit Mapping Information

No equivalent unit

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Links

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Assessment Requirements for SISSSCO013 Coach sport participants up to an advanced level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and review sport-specific sessions for participants up to an advanced level on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching participants up to an advanced level in a specific sport
- tactical and technical fundamentals of a specific sport for participants up to an advanced level
- analysis of movement for participants up to an advanced level in a specific sport
- modifying activities for participants up to an advanced level in a specific sport:
  - regress activities
  - progress activities
- organisational layout of sport-specific activities
- types of competitions and pathways for participants up to an advanced level in a specific sport
- sport-specific rules, regulations and policies applicable to coaching participants up to an advanced level
- roles and responsibilities of sport-specific coaches and officials applicable to participants up to an advanced level
- sport-specific session planning for participants up to an advanced level:
  - session objectives
  - progression and regression activities and modified games
  - activities inclusive of all participants
  - designing activities that require participants to think and make meaningful decisions about sport-specific situations
  - linking sessions to develop and progress skills
  - group organisation
- sport-specific equipment and resources:

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    - selection
    - safe set-up and layout
    - safe condition
    - safe use
- sport-specific safe participation requirements for participants up to an advanced level:
    - obeying the rules
    - use of protective equipment
    - hydration
- contemporary coaching practices
- coaching communication styles:
    - direct instruction
    - indirect instruction
    - demonstration
    - position of coach
    - problem solving
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- managing poor behaviour:
    - establishing behaviour standards
    - promoting cooperation and good relationships
    - common causes of poor behaviour of participants up to an advanced level
- methods of observation and feedback during sport-specific sessions with participants up to an advanced level:
    - how, what and when to observe
    - timing of feedback
- sport-specific session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit

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- drinking water
- sport-specific facilities, equipment and resources
- organisational safety, emergency response and first aid procedures for the specific sport
- National Sporting Organisation rules, regulations and policies applicable to coaching participants up to an advanced level.

Assessment must ensure use of:

- session plan template
- participants up to an advanced level to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSCO014 Develop sport coaches

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop coaches in a specific sport. This includes planning, conducting and reviewing the provision of on-the-job support, advice and encouragement to coaches.

This unit applies to experienced coaches working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Individuals undertaking this unit often work autonomously.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for coach development.	1.1. Observe, consult and evaluate coaches working with participants in training and competition to identify individual coaching practice and performance needs. 1.2. Develop agreed coach development objectives to address

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	individual coaching practice and performance needs. 1.3. Select coach development strategies and develop coach development content to address coach development objectives. 1.4. Document coach development plans according to organisational policies and procedures.
2. Conduct coach development.	2.1. Establish and maintain coach development relationships with coaches. 2.2. Support, advise and encourage coaches before, during and after training sessions and competitions. 2.3. Provide feedback to coaches to improve individual coaching practice and performance. 2.4. Monitor and evaluate coach development progress against coach development objectives. 2.5. Modify coach development strategies and content to meet coach development objectives.
3. Reflect on coaching development practice.	3.1. Seek feedback from others to identify areas to improve own coach development practice. 3.2. Reflect on own coach development practice to identify areas for improvement. 3.3. Analyse findings and incorporate learnings in future coach development sessions. 3.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret coach practice and performance information.
Oral communications skills to:	• ask open and closed questions and actively listen to determine and meet coach development needs.
Numeracy skills to:	• interpret and discuss coach practice and performance data.
Teamwork skills to:	• work with coaches.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSCO014 Develop sport coaches

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- develop one novice and one experienced sport coach in a specific sport that involves:
  - conducting a model session for each coach
  - helping each coach to adapt their coaching practice to meet the needs of the participant being coached
  - facilitating peer feedback after a session delivered by each coach.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to developing sport coaches in a specific sport
- tactical and technical fundamentals of a specific sport
- types of sport-specific coaching activities:
  - game sense
  - technique-centred activities
  - constraints-led approach
- types and safe use of sport-specific coaching equipment
- sport-specific rules, regulations and policies
- roles and responsibilities of sport-specific coaches and officials
- sport-specific terminology and communication systems
- benefits of effective coaching and risks of poor coaching
- communication styles:
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- purposes of coach development:
  - increasing participant outcomes

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    - improving coach retention
    - creating a positive sport environment
- methods for supporting coaches:
    - focusing on coaching process and coach performance
    - creating a positive experiential learning environment
    - challenging coaches
    - listening to coach views and challenges and responding without bias
    - sharing personal coaching experiences
    - valuing commitment and contribution
    - encouraging self-reflection
    - positioning in relation to the coach
    - conducting model sessions
    - providing advice on adapting coaching practice to meet the needs of participants
- methods of managing the coaching relationship:
    - building rapport
    - preventing and defusing conflict
    - professional boundaries
    - confidentiality
    - developmental stages of participants
- types of coach observations:
    - frequency and specificity of instruction
    - pre-game plan instructions
    - body language and tone of voice
    - participant engagement
    - giving feedback
    - rest and recovery instructions
    - meeting the expectations of the sport
- coach development planning processes
- coach development review processes
- methods for giving feedback and timing of feedback
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in a specific sport. This can be a workplace or simulated environment.

Assessment must ensure access to:

- sport-specific facilities, equipment and resources

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- coach development plan template
- sport-specific rules, regulations and policies
- National Sporting Organisation coaching information.

Assessment must ensure use of:

- sport-specific coaches to be developed.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSCO015 Prepare participants for sport competition

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist participants to prepare for participation in sport competitions.

This unit applies to individuals working in community-based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan competitions.	1.1. Research and select competition opportunities to meet developmental readiness of participants. 1.2. Consult with participants to plan competition schedule to meet participant needs. 1.3. Consult with participants preparing for competition to set competition performance objectives. 1.4. Analyse performance data and consult with participants

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	to identify performance gaps and support needs.
2. Apply competition strategies to prepare participants.	2.1. Plan competition strategies to meet competition performance objectives. 2.2. Implement competition strategies to meet competition performance objectives. 2.3. Monitor and adjust implementation of competition preparation strategies to enhance performance.
3. Provide pre-competition information to participants.	3.1. Provide access to sport-specific anti-doping information to participants. 3.2. Provide access to sport-specific pre-competition nutrition information to participants. 3.3. Provide access to sport-specific pre-competition psychological preparation information to participants. 3.4. Provide sport-specific pre-competition physical warm-up information to participants. 3.5. Check and clarify participant understanding of pre-competition information provided.
4. Access support staff.	4.1. Assist participants to identify and access support staff and resources for specialist advice and support to enhance sport-specific performance. 4.2. Encourage and assist participants to work with support staff to identify and select strategies to enhance sport-specific performance.
5. Reflect on practice.	5.1. Seek feedback from others to identify areas to improve own practice of preparing participants for competition. 5.2. Reflect on own practice of preparing participants for competition to identify areas for improvement. 5.3. Analyse findings and incorporate learnings in future practice with participants preparing for competition. 5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret participant information, competition information and anti-doping policies.
Oral communication skills	• ask open and closed questions and actively listen to

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to:	determine and meet the needs of participants preparing for competition • interact with participants and support staff in a polite and positive manner.
Numeracy skills to:	• interpret and analyse participant performance data.
Problem-solving skills to:	• respond to the needs of participants preparing for competition.
Self-management skills to:	• work within qualifications and job role limitations in providing advice about sport nutrition and sport psychology.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSCO015 Prepare participants for sport competition

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare one participant for competition in a specific sport.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to preparing participants for competition
- role and limitations to role in providing specialist advice
- strategies used to prepare participants for competition:
  - matching participant standard to competitions
  - competition scheduling
  - goal setting
  - physical warm-up
  - planning training for competition
  - developing game plans for competition
  - pre-competition and post-competition routines
  - managing performance anxiety
  - preparing for environmental conditions
  - planning for sport-specific competition context
  - building self confidence and independence
  - enhancing motivation
  - managing concentration
  - self-reflection
  - planning for healthy eating and hydration
- national and international sport-specific anti-doping codes, policies and World Anti-Doping Agency (WADA) Prohibited List
- role of specialist support staff:
  - dietician
  - psychologist

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- doctor
- physiotherapist
- massage therapist
- physical performance trainer.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in a specific sport. This can be a workplace or simulated environment.

Assessment must ensure access to:

- sources of information about sport nutrition, sport psychology and anti-doping in sport
- organisational policies and procedures relevant to preparing participants for competition
- National Sporting Organisation rules, regulations and policies applicable to preparing participants for competition.

Assessment must ensure use of:

- participant performance data
- participants preparing for competition and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSCO016 Coach participants in sport competition

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach participants in a specific sport to prepare for and participate in a competition.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for sport-specific competitions.	1.1. Source and interpret sport-specific competition information to identify competition requirements for participants. 1.2. Source, interpret and analyse competitor performance information to identify competitor strengths and weaknesses. 1.3. Consult with participants to develop game strategies and

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	tactics. 1.4. Develop game plans to maximise participant performance and positive participation and document according to organisational policies and procedures. 1.5. Brief participants on game plan prior to competition. 1.6. Support participants to develop and implement sport-specific pre-competition routines.
2. Monitor participants in competition.	2.1. Determine and control competition safety risks according to organisational policies and procedures. 2.2. Support participants to warm up before sport-specific competitions. 2.3. Monitor participant compliance with game plans to identify and rectify game plan non compliance. 2.4. Monitor participant behaviour to identify and respond to poor behaviour. 2.5. Modify game plans during competitions to maximise competition outcomes. 2.6. Support participants to cool down after sport-specific competitions.
3. Conduct post-competition reviews.	3.1. Analyse competition outcomes to identify and plan future coaching and adjustments. 3.2. Debrief participants on competition performance. 3.3. Document sport-specific game plan reports according to organisational policies and procedures.
4. Reflect on coaching practice.	4.1. Seek feedback from others to identify areas to improve own coaching practice in competitions. 4.2. Reflect on own coaching practice in competitions to identify areas for improvement. 4.3. Analyse findings and incorporate learnings in future competitions. 4.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• document game plans and game plan reports

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	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage participants • ask open and closed questions and actively listen to determine and meet participant needs • interact with participants in a polite and positive manner • give sport-specific instructions to participants.
Numeracy skills to:	• interpret, analyse and discuss statistical information about competitors and competition data.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSSCO016 Coach participants in sport competition

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- coach sport-specific participants in one sport-specific competition where competition is at least one hour in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching participants in competition
- sport-specific safety procedures
- types of sport-specific competitions
- sport-specific rules, regulations and policies applicable to participating in competition
- roles and responsibilities of sport-specific coaches and officials in competition
- sport-specific terminology and communication systems
- types of sport-specific competition risks and methods for minimising risks to facilities, equipment, and, resources and environmental risks
- sport-specific safe participation requirements for participating in competitions:
  - obeying the rules
  - use of protective equipment
  - hydration
- communication styles:
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- strategies for preventing and managing poor behaviour of participants in competition:
  - establishing behaviour standards
  - promoting cooperation and good relationships
- common causes of poor behaviour of participants in competition

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- methods of observation and feedback:
  - how, what and when to observe
  - timing of feedback
- sport-specific competition review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- game plan template
- sport-specific facilities, equipment and resources suitable for competition
- sport-specific rules, regulations and policies
- organisational safety, emergency response and first aid procedures for the specific sport.

Assessment must ensure use of:

- sport-specific participants and competitors.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSOF001 Work as an official in sport

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to meet Australian sport industry expectations of an official. It includes meeting legal and ethical obligations, managing competition risks, acting with professionalism and integrity, and working with others.

This unit applies to individuals working in community based officiating roles in the Australian sport industry. It includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific officiating accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Officiating

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work in a sport environment.	1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements. 1.2. Source and interpret sport and sport-specific industry

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	information to maintain knowledge of legal and ethical job role responsibilities.
	1.3. Reflect on own officiating practice to confirm legal and ethical job role responsibilities are met.
2. Prepare for officiating.	2.1. Identify and maintain physical conditioning requirements of a sport-specific official.
	2.2. Source and interpret information on basic mental preparation techniques for officials and apply to own preparations.
3. Contribute to a productive workplace environment.	3.1. Reflect on Australian sport industry expectations of an official and apply to own officiating practice.
	3.2. Carry out work tasks according to organisational policies and procedures.
	3.3. Identify and follow dress code requirements before, during and after competitions.
	3.4. Implement competition safety rules to protect safety of participants.
	3.5. Request, acknowledge and act on feedback provided by others within scope of job role.
	3.6. Identify and resolve workplace problems within scope of job role according to organisational policies and procedures.
	3.7. Escalate workplace problems outside scope of job role to appropriate person according to organisational policies and procedures.
4. Communicate with others.	4.1. Select and use communication style to suit audience, situation and communication medium.
	4.2. Use active listening and questioning techniques to clarify and confirm understanding.
	4.3. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences.
5. Support working relationships.	5.1. Develop and maintain working relationships with others relevant to own job role.
	5.2. Seek assistance from and aid others to promote cooperation and fulfil work requirements.
	5.3. Adapt personal presentation in different situations to meet organisational policies and procedures.
	5.4. Identify communication problems and use strategies to minimise impact on working relationships.
	5.5. Model behaviours expected of an official in a community sport environment.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communications skills to:	• interact with others in a polite and positive manner.
Planning and organising skills to:	• complete assigned duties in a timely manner according to job role responsibilities.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSOF001 Work as an official in sport

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- officiate at three sport competitions in a specific sport for a duration of at least 30 minutes each that involves:
  - meeting legal, ethical and job role responsibilities
  - working and communicating with:
    - a coach
    - another official
    - a participant
    - a spectator
    - a committee member, sport administrator, parent or guardian.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures related to working as an official in a specific sport
- dress code before, during and after competitions
- legal responsibilities of an official:
  - child protection
  - work health and safety
  - harassment and discrimination
  - public liability and duty of care
  - negligence
  - insurance
  - privacy and confidentiality
- ethical responsibilities of an official:
  - being inclusive and balanced
  - treating participants with integrity, respect and empathy
- National Sporting Organisation policies applicable to an official:
  - code of conduct

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    - anti-doping
    - member protection
- preparation requirements and strategies for the specific sport:
    - physical conditioning
    - mental preparation
- structure and economic, health and social significance of the sport industry
- role of sport in society
- role and responsibilities of an official
- limitations to the official role if not trained in first aid
- safety rules within the specific sport including the blood rule
- roles and responsibilities of others in a sport environment:
    - sport administrators
    - participants
    - parents and guardians
    - other officials
    - coaches and assistant coaches
    - support staff
    - spectators
    - volunteers
- behaviours expected in a sport environment:
    - promoting cooperation and good relationships
    - using acceptable language
    - arriving on time
    - using self reflection to identify areas for improvement
- types, distinctive features and methods of communication:
    - verbal:
        - use of language and tone
        - constructive feedback
        - active listening
        - active questioning
        - asking for advice
        - use of interpreters for languages other than English and for the hearing impaired
    - non verbal:
        - body language
        - personal presentation
        - gestures and mannerisms
        - voice tone and volume
        - use of space
    - written:
        - use of organisational forms

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- methods of adjusting communication to meet individual differences
- methods of obtaining and reflecting on feedback
- types, distinguishing features and application of communication styles:
  - direct
  - indirect
  - friendly and approachable
  - directive
  - casual
  - critical friend
  - motivational
  - disciplinarian
  - humorous
  - organised and efficient
  - supportive and encouraging
- sources of and strategies to prevent communication problems:
  - misunderstandings
  - selection disputes
  - abuse of officials
  - parent roles
  - team harmony
  - compliance with policies and procedures
  - complaints
  - member protection
- methods of dealing with communication problems
- hazards in a sport-specific competition environment and how to minimise risk of harm:
  - facilities
  - playing area
  - equipment
  - participants.

Assessment Conditions

Skills must be demonstrated in:

- a community based competition environment in a specific sport. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- computer connected to the internet

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- sport and sport-specific industry information
- organisational policies and procedures related to officiating
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- sport organisation staff and participants.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSSOF002 Continuously improve officiating skills and knowledge

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and update officiating knowledge, including the legal and ethical issues that must be considered by officials in a specific sport. It includes interpreting sport industry information and developing a required knowledge base to support officiating practice and performance.

This unit applies to individuals working in community based officiating roles in the Australian sport industry. It includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific officiating accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Ni

Competency Field

Sport Officiating

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply officiating professional standards.	1.1. Source and interpret sport and sport-specific industry information to identify professional standards expected of an official. 1.2. Model professional standards expected of an official

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	when dealing with difficult officiating situations and ethical dilemmas.
	1.3. Evaluate own officiating practice to confirm professional standards are met.
2. Adopt technology for officiating.	2.1. Source and interpret information on current and emerging technologies relevant to officiating in a specific sport.
	2.2. Evaluate, select and use technology to analyse sport-specific competition data.
	2.3. Evaluate own selection and use of technology to identify and address opportunities to improve own use of technology.
3. Improve officiating performance.	3.1. Observe and work with other officials to identify good officiating practices.
	3.2. Seek feedback from others to gather information about own officiating performance.
	3.3. Reflect on and evaluate own officiating practices and performance to identify self improvement needs.
	3.4. Investigate and participate in opportunities to update professional knowledge.
	3.5. Adjust own sport-specific officiating practices to improve officiating performance and share learnings with colleagues.
	3.6. Document professional development activities according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are here, *along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communications skills to:	• use active listening and questioning to seek and receive feedback.

Unit Mapping Information

SISSSOF101 Develop and update officiating knowledge

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Links

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Assessment Requirements for SISSSOF002 Continuously improve officiating skills and knowledge

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- officiating at three sport-specific competitions for a duration of at least 30 minutes each that involves:
  - meeting professional standards
  - using technology in officiating practice
  - evaluating own officiating practice and performance by:
    - observing another official
    - gathering feedback from participants
  - identifying one area for improving own officiating practice
  - identifying and implementing professional development activities:
    - discussions with experienced officials
    - networking with suppliers.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to officiating practice and professional standards
- sources of international and Australian sport and sport- specific information
- professional standards expected by an official in the Australian sport industry and in the specific sport
- types of difficult officiating situations and responses
- types of ethical dilemmas and responses
- sources of information on current and emerging technologies used in competition analysis
- self reflection and evaluation processes
- sources and relative benefits of professional development opportunities and resources to improve officiating performance.

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Assessment Conditions

Skills must be demonstrated in:

- a community based competition environment in a specific sport. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- a computer with access to the internet
- organisational policies and procedures and professional standards related to officiating
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- template for recording professional development activities
- sport organisation staff and participants.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSSOF003 Officiate sport competitions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to officiate or judge sport-specific competitions according to sport-specific rules and regulations. It includes dealing with disputes and self reflection to improve future performance.

This unit applies to individuals working in community based officiating roles in the Australian sport industry including officials, umpires, referees, judges, timekeepers and scorers in sport-specific competitions. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific officiating accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Ni

Competency Field

Sport Officiating

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm pre-competition requirements.	1.1. Access and interpret sport-specific rules, regulations and performance standards to identify sport-specific competition requirements. 1.2. Interpret participant competition registration information and check against sport-specific competition eligibility

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	requirements to determine participant eligibility to participate.
	1.3. Check sport-specific competition environment, facilities and equipment to confirm competition requirements are met.
	1.4. Identify competition hazards, assess risks and incorporate risk control strategies to minimise competition safety risks.
2. Conduct officiating.	2.1. Monitor sport-specific competitions against sport-specific rules, regulations and performance standards to identify breaches.
	2.2. Make, communicate and action objective and fair officiating decisions according to sport-specific rules, regulations and performance standards.
	2.3. Work cooperatively to make team officiating decisions.
	2.4. Respond to participant reactions to officiating decisions according to organisational policies and procedures.
	2.5. Document sport-specific officiating outcomes according to organisational policies and procedures.
3. Deal with disputes.	3.1. Analyse disputes to identify the causes of conflict.
	3.2. Use conflict resolution techniques to handle conflict situations according to organisational policies and procedures.
	3.3. Identify situations where personal safety of others may be threatened and provide assistance according to organisational policies and procedures.
	3.4. Resolve disputes arising from competitions promptly according to organisational policies and procedures.
	3.5. Check decisions to confirm they are fair, equitable evidence based and adhere to principles of natural justice.
	3.6. Record outcomes of disputes according to organisational policies and procedures.
4. Reflect on officiating practice.	4.1. Seek feedback from others to identify areas to improve own officiating practice.
	4.2. Reflect on own officiating practice to identify areas for improvement.
	4.3. Analyse findings and incorporate learnings in future officiating practice.
	4.4. Seek opportunities to address identified professional development needs.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to others • interact with others in a polite and positive manner.
Numeracy skills to:	• estimate risk • interpret and analyse participant data • interpret, analyse and record sport-specific competition data.

Unit Mapping Information

SISSSOF202 Officiate games or competitions

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSSOF003 Officiate sport competitions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- officiate sport-specific competitions on three occasions for a duration of at least 30 minutes each that involves:
  - applying sport-specific rules, regulations and performance standards
  - dealing with a dispute arising during a competition
  - making officiating decisions objectively and promptly
  - reflecting on own officiating practice.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to officiating competitions in a specific sport
- officiating codes of practice and best practice principles
- sport-specific rules and regulations:
  - registration and accreditation
  - age
  - certification requirements
  - membership
  - standard of facilities and equipment
  - National Sporting Organisation rules and regulations
  - competition-specific rules and regulations
  - safety rules including the blood rule
- conflict resolution strategies and procedures for disputes
- types of officiating styles:
  - friendly and approachable with a professional distance
  - clear, precise and humorous
  - organised and efficient
  - supportive and encouraging

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- techniques for responding to participant reactions:
  - queries about decisions
  - appeals against decisions
  - abuse towards official or opponent
  - abuse of equipment
- causes of conflict:
  - lack of information
  - ineffective communication
  - frustration
  - provocation
  - vilification
  - sledging
- types of conflict resolution strategies:
  - identification
  - avoidance
  - problem solving
  - negotiation
- types of disputes:
  - disagreement with and questioning of decisions and results
  - official protests
  - appeals
- types of feedback:
  - verbal
  - written
  - visual
  - tactile
- methods of self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based competition environment in a specific sport. This can be a workplace or simulated environment.

Assessment must include access to:

- first aid kit
- drinking water
- sport-specific equipment and facilities
- sport-specific National Sporting Organisation rules and regulations
- organisational policies and procedures related to officiating

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- organisational safety, emergency and first aid procedures.

Assessment must ensure use of:

- participants, coaches, officials, spectators and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSPT001 Implement sport injury prevention and management strategies

Modification History

Release 2.	Minor changes. Equivalent outcome. Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 1.	No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to make sport safer by implementing strategies to prevent sport-specific injuries and manage injuries, illnesses and medical conditions. This includes applying taping for ongoing injury prevention and post-injury support.

This unit applies to individuals working in sports trainer roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

HLTAID011 Provide first aid

Competency Field

Sports Trainer

Unit Sector

Sports

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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essential outcomes	*demonstrate achievement of the element.*
1. Maintain knowledge of sport injury prevention and management.	1.1. Source and interpret information related to preventing sport-specific injuries and illnesses, and managing injuries, illnesses and medical conditions. 1.2. Consult with healthcare professionals and support staff on sport injury prevention and injury, illness and medical condition management strategies. 1.3. Apply sport-specific injury prevention and injury, illness and medical condition management strategies within scope of own job role.
2. Provide sport injury prevention and management information to participants.	2.1. Consult with sport-specific participants to identify sport injury prevention and management information needs. 2.2. Present sport injury prevention and management information to participants. 2.3. Check and clarify participant understanding of sport injury prevention and management information. 2.4. Encourage participants to access support staff and healthcare professionals for sport injury prevention and management advice outside scope of own job role.
3. Implement sport-specific injury prevention strategies.	3.1. Assess participants to determine sport-specific injury risks and identify sport-specific injury prevention strategies. 3.2. Implement sport-specific injury prevention strategies to address sport-specific injury risks. 3.3. Assist participants to implement sport-specific injury prevention strategies. 3.4. Monitor and adjust sport-specific injury prevention strategies to support safe participation.
4. Implement injury, illness and medical condition management strategies.	4.1. Assess participants to identify injury, illness and medical condition management risks and select injury, illness and medical condition management strategies. 4.2. Implement injury, illness and medical condition management strategies to address injury, illness and medical condition risks. 4.3. Assist participants to implement injury, illness and medical condition management strategies. 4.4. Monitor and adjust injury, illness and medical condition management strategies to support safe participation.
5. Reflect on sport-specific injury prevention management practice.	5.1. Seek feedback from others to identify areas to improve own sport-specific injury prevention and management practice. 5.2. Reflect on own sport-specific injury prevention and management practice to identify areas for improvement.

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5.3. Analyse findings and incorporate learnings in future sport-specific injury prevention and management practice.

5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• complete sport injury prevention and management records in the required detail and format including incident reports, participant screening records and participant profiles.
Oral communication skills to:	• ask open and closed questions and actively listen to determine and meet the needs of participants • interact with participants, support staff and healthcare professionals in a polite and positive manner.
Numeracy skills to:	• interpret and analyse sport-specific injury prevention and management statistical data • estimate risk • record sport-specific injury prevention and management data.
Teamwork skills to:	• work with participants, support staff and healthcare professionals.
Technology skills to:	• access the internet to source sport injury prevention and management information.

Unit Mapping Information

	Minor changes. Equivalent outcome.
Release 2.	Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 1.	No equivalent unit.

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Assessment Requirements for SISSSPT001 Implement sport injury prevention and management strategies

Modification History

	Minor changes. Equivalent outcome.
Release 2.	Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 1.	No equivalent unit.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement sport injury prevention and management strategies that involves:
  - warm-up
  - cool-down
  - applying taping to:
    - the thumb
    - the ankle
    - the finger
    - the elbow
  - applying taping to two of the following:
    - the full shoulder
    - the knee
    - the Achilles tendon
  - assessing one injured participant and one ill participant using:
    - DRSABCD (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillator) principles
    - STOP (Stop, Talk, Observe, Prevent) principles
    - TOTAPS (Talk, Observe, Touch, Active movement, Passive movement, Skills test) principles
  - managing one participant with a sport-specific injury or illness
  - managing one participant with a medical condition.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to implementing sport injury prevention and management strategies
- roles and responsibilities of sports trainers, participants, coaches, support staff and healthcare professionals applicable to implementing sport injury prevention and management strategies
- limitations of role in relation to advising on injuries, illnesses, medical conditions, medications, injury prevention and management, nutrition and hydration
- types, causes, impacts on participation, symptoms and management of typical sport injuries and illnesses
- types, impacts on participation and management of medical conditions:
  - asthma
  - diabetes
  - epilepsy
  - cardiovascular conditions
  - infections
- sources and types of data on sport injuries and illnesses:
  - incidence
  - severity
  - prevalence
  - cause
  - types of injuries
- major muscle actions and joint mechanics relevant to movement in sport
- types of sport injury risks:
  - environmental conditions
  - equipment
  - other participants
  - participant mismatch
  - poor officiating
  - unsafe participant behaviours
  - training regime
  - previous injuries
  - fitness levels
- purpose and application of assessment strategies:
    - DRSABCD principles
    - STOP principles
    - TOTAPS principles
- purpose and application of sport injury prevention strategies:

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  - screening
  - training and physical conditioning:
    - strengthening exercises
    - stretching exercises
  - protective equipment
  - basic hydration and nutrition
  - taping
  - warm-up
  - cool-down
- purpose and application of injury, illness and medical management strategies:
  - RICER (Rest, Ice, Compression, Elevation, Referral)
  - NO HARM (Heat, Alcohol, Running, Massage)
  - first aid
  - universal precautions
  - basic hydration and nutrition
  - taping
  - warm-up
  - cool-down
  - transport
- taping techniques:
  - purpose of taping
  - contraindications and precautions for taping
  - pre-taping and post-taping requirements
  - types, qualities and functions of taping products including tapes, adherents, removers and barriers
  - types, functions and safe use of taping equipment
  - techniques for taping ankles, thumbs, fingers, elbows, full shoulder, knees and Achilles tendon
  - ergonomic taping practices
- sport injury prevention and management terminology.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit

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- organisational policies and procedures applicable to implementing sport injury prevention and management strategies.

Assessment must ensure use of:

- taping equipment and products
- participants.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSQU001 Conduct squash coaching sessions with foundation level participants

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in squash.

This unit applies to individuals working under supervision in community based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Squash

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for squash sessions with foundation level participants.	1.1. Confirm assigned squash session duties with supervisor. 1.2. Interpret squash session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements. 1.4. Select and check equipment and resources for wear and

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	tear and report to supervisor. 1.5. Report squash session set-up problems to supervisor.
2. Conduct squash sessions with foundation level participants.	2.1. Communicate and confirm foundation level participant understanding of squash session activity instructions and safe participation requirements. 2.2. Communicate and model squash participation behaviour standards. 2.3. Present, sequence and pace squash session activities to meet squash session plans. 2.4. Instruct and demonstrate safe squash techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities.
3. Complete squash sessions with foundation level participants.	3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in squash sessions to identify wear and tear and report to supervisor. 3.4. Pack up squash equipment, resources and refreshments according to organisational policies and procedures.
4. Review squash sessions.	4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage foundation level participants • use active listening and questioning to give and receive

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	instructions and confirm understanding • interact with foundation level participants in a polite and positive manner.
Numeracy skills to:	• estimate time and space requirements for squash session activities.
Planning and organising skills to:	• complete assigned duties in a timely manner according to session plans and supervisor instructions.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSSQU001 Conduct squash coaching sessions with foundation level participants

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three squash coaching sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to conducting squash coaching sessions with foundation level participants
- squash tactical and technical fundamentals for foundation level participants:
  - tactical:
    - moving the opponent around the court
    - breaking up opponent's game
    - court positioning
    - returning to the ‘T’
    - playing to the gaps
    - rally and game strategies
  - technical:
    - grip
    - drive
    - lob
    - serve and return of serve
    - volleying
    - model swing
    - court movement
- organisational layout of squash activities
- squash equipment and resources:
  - squash court
  - squash racquets

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    - squash balls
    - eye protection
    - safe set-up and layout
    - safe condition
    - safe use
    - safe pack-up
- squash rules, regulations and policies applicable to coaching foundation level participants
- squash safe participation requirements:
    - obeying the rules
    - use of protective equipment
    - hydration
- coaching communication styles for foundation level participants:
    - instruction
    - demonstration
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- behaviours expected of an assistant coach:
    - promoting positive interaction and participation
    - using acceptable language
    - arriving on time
    - using self reflection to identify areas for improvement
- methods to:
    - instruct safe use of equipment and techniques
    - instruct safe sport techniques
    - instruct warm-up, skill development and cool down activities
    - establish behaviour standards
    - promote cooperation and good relationships
    - demonstrate techniques
    - encourage interaction and participation
    - give and receive feedback
    - respond to questions
    - report problems to supervisor
- squash session plan elements
- methods for self reflection.

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Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in squash. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- squash rules, regulations and policies applicable to coaching foundation level participants
- squash facilities, equipment and resources:
  - marked-up squash court
  - squash racquets
  - squash balls
  - eye protection
- organisational safety, emergency response and first aid procedures for squash.

Assessment must ensure use of:

- squash session plan
- a supervisor and squash foundation level participants to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSUR001 Conduct surf life saving coaching sessions with foundation level participants

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in surf life saving.

This unit applies to individuals working under supervision in community based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Ni

Competency Field

Surf Life Saving

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for surf life saving sessions with foundation level participants.	1.1. Confirm assigned surf life saving session duties with supervisor. 1.2. Interpret surf life saving session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements.

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	1.4. Select and check equipment and resources for wear and tear and report to supervisor. 1.5. Report surf life saving session set-up problems to supervisor.
2. Conduct surf life saving sessions with foundation level participants.	2.1. Communicate and confirm foundation level participant understanding of surf life saving session activity instructions and safe participation requirements. 2.2. Communicate and model surf life saving participation behaviour standards. 2.3. Present, sequence and pace surf life saving session activities to meet surf life saving session plans. 2.4. Instruct and demonstrate safe surf life saving techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities.
3. Complete surf life saving sessions with foundation level participants.	3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in surf life saving sessions to identify wear and tear and report to supervisor. 3.4. Pack up surf life saving equipment, resources and refreshments according to organisational policies and procedures.
4. Review surf life saving sessions.	4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record attendance.

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Oral communications skills to:	• use age-appropriate language to engage foundation level participants • use active listening and questioning to give and receive instructions and confirm understanding • interact with foundation level participants in a polite and positive manner.
Numeracy skills to:	• estimate time and space requirements for surf life saving session activities.
Planning and organising skills to:	• complete assigned duties in a timely manner according to session plans and supervisor instructions.

Unit Mapping Information

SISSSUR201A Teach the basic skills of surf life saving

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSSUR001 Conduct surf life saving coaching sessions with foundation level participants

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three surf life saving coaching sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to conducting surf life saving coaching sessions with foundation level participants
- surf life saving tactical and technical fundamentals for foundation level participants:
  - beach sprints
  - surf board paddling
  - surf boat rowing
  - inflatable rescue boat (IRB)
  - reel and rescue
  - surf ski paddling
  - surf swimming
- organisational layout of surf life saving activities
- surf life equipment and resources:
  - beach
  - pool
  - club house
  - surf boards
  - surf skis and paddles
  - flags
  - inflatable rescue boat (IRB)
  - reel and rescue equipment
  - marker buoys
  - safe set-up and lay-out

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    - safe condition
    - safe use
    - safe pack-up
- surf life saving rules, regulations and policies applicable to coaching foundation level participants
- surf life saving safe participation requirements:
    - obeying the rules
    - use of protective equipment
    - hydration
- coaching communication styles for foundation level participants:
    - instruction
    - demonstration
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- behaviours expected of an assistant coach:
    - promoting positive interaction and participation
    - using acceptable language
    - arriving on time
    - using self reflection to identify areas for improvement
- methods to:
    - instruct safe use of equipment and techniques
    - instruct safe sport techniques
    - instruct warm-up, skill development and cool-down activities
    - establish behaviour standards
    - promote cooperation and good relationships
    - demonstrate techniques
    - encourage interaction and participation
    - give and receive feedback
    - respond to questions
    - report problems to supervisor
- surf life saving session plan elements
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

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- a community based sport environment in surf life saving. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- surf life saving rules, regulations and policies applicable to coaching foundation level participants
- surf life saving facilities, equipment and resources:
  - beach or pool
  - surf boards
  - surf skis and paddles
  - flags
  - inflatable rescue boat (IRB)
  - reel and rescue equipment
  - marker buoys
- organisational safety, emergency response and first aid procedures for surf life saving.

Assessment must ensure use of:

- surf life saving session plan
- a supervisor and surf life saving foundation level participants to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSSWM001 Coach swimmers up to a competitive level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach swimmers up to a competitive level.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in swimming clubs and centres.

Specific industry accreditation requirements apply to swimming coaching accreditation and information should be obtained from Swimming Australia.

Pre-requisite Unit

Nil

Competency Field

Swimming

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan swimming sessions for swimmers up to a competitive level.	1.1. Gather and review swimmer information to assess developmental readiness of swimmers up to a competitive level. 1.2. Set swimming session objectives to meet developmental readiness of swimmers up to a competitive level. 1.3. Determine session content to address swimming session objectives. 1.4. Select coaching practices to meet swimming session

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	objectives. 1.5. Develop and document swimming session plans for swimmers up to a competitive level.
2. Prepare swimming sessions for swimmers up to a competitive level.	2.1. Prepare facilities, equipment and resources to meet swimming session plan requirements. 2.2. Select and set up equipment for safe use by swimmers up to a competitive level. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise safety risk to swimmers up to a competitive level.
3. Conduct swimming sessions for swimmers up to a competitive level.	3.1. Communicate and confirm understanding of swimming session activity instructions and safe participation requirements of swimmers up to a competitive level. 3.2. Present, sequence and pace swimming session activities according to swimming session plans. 3.3. Select and use communication styles to achieve swimming session objectives. 3.4. Observe practice of swimmers up to a competitive level to assess swimmer ability to perform activities. 3.5. Modify swimming session activities as required to meet needs of swimmers up to a competitive level and environmental conditions. 3.6. Monitor swimming sessions to identify and address safety risks to swimmers up to a competitive level. 3.7. Analyse swimmer performance and provide feedback to swimmers to improve performance. 3.8. Conduct end of swimming session review to evaluate swimming session plan and inform future swimming session planning processes.
4. Promote good behaviour.	4.1. Communicate and model swimming participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address swimmer poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own swimming coaching practice of swimmers up to a competitive level. 5.2. Reflect on own swimming coaching practice of swimmers up to a competitive level to identify areas for improvement. 5.3. Analyse findings and incorporate learnings in future swimming sessions with swimmers up to a competitive

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level.

5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret swimming session plans • interpret documents that describe swimming organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage swimmers up to a competitive level • ask open and closed questions and actively listen to determine and meet needs of swimmers up to a competitive level • interact with swimmers up to a competitive level in a polite and positive manner • give swimming instructions to swimmers up to a competitive level.
Numeracy skills to:	• estimate time and space requirements for swimming session activities • manage pair and group work for odd and even numbers of swimmers up to a competitive level.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSSWM001 Coach swimmers up to a competitive level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deliver swimming coaching to swimmers up to a competitive level on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching swimmers up to a competitive level
- tactical and technical fundamentals of swimming for swimmers up to a competitive level:
  - tactical:
  - pacing and race judgement
  - race and competition tactics including single stroke, medley, relay and skins format
  - technical:
    - freestyle
    - breaststroke
    - backstroke
    - butterfly
    - general, stroke-specific and relay starts
    - tumble, twist, stroke-specific and medley turns
    - general and stroke-specific finishes
- analysis of swimmer movement and performance
- modifying activities for swimmers up to a competitive level:
  - regress activities
  - progress activities
- organisational layout of swimming activities
- swimming competition pathways and schedules:
  - heats
  - semi finals

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    - finals
- swimming rules, regulations and policies applicable to coaching swimmers up to a competitive level
- roles and responsibilities applicable to swimming coaches and officials of swimmers up to a competitive level
- swimming session planning for swimmers up to a competitive level:
    - session objectives
    - progression and regression activities and modified games
    - activities inclusive of all swimmers
    - designing activities that require swimmers to think and make meaningful decisions about swimming situations
    - linking sessions to develop and progress skills
    - group organisation
- swimming equipment and resources:
    - selection
    - safe set-up and layout
    - safe condition
    - safe use
- safe participation requirements for swimmers up to a competitive level:
    - obeying the rules
    - use of protective equipment
    - hydration
    - contemporary coaching practices
- coaching communication styles:
    - direct instruction
    - indirect instruction
    - demonstration
    - position of coach
    - problem solving
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- managing poor behaviour:
    - establishing behaviour standards
    - promoting cooperation and good relationships
    - common causes of poor behaviour of swimmers up to a competitive level

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- methods of observation and feedback during swimming sessions with swimmers up to a competitive level:
  - how, what and when to observe
  - timing of feedback
- swimming session review processes
- methods for self-reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in swimming. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- swimming facilities, equipment and training aids:
  - swimming pool with marked lanes
- organisational safety, emergency response and first aid procedures for swimming
- Swimming Australia rules, regulations and policies relevant to coaching swimmers up to a competitive level.

Assessment must ensure use of:

- session plan template
- swimmers up to a competitive level to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSSWM002 Coach swimmers up to a high performance level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach swimmers up to a high performance level.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in swimming clubs and centres.

Specific industry accreditation requirements apply to swimming coaching accreditation and information should be obtained from Swimming Australia.

Pre-requisite Unit

Ni

Competency Field

Swimming

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan swimming sessions for swimmers up to a high performance level.	1.1. Gather and review swimmer information to assess developmental readiness of swimmers up to a high performance level. 1.2. Set swimming session objectives to meet developmental readiness of swimmers up to a high performance level. 1.3. Determine session content to address swimming session objectives. 1.4. Select coaching practices to meet swimming session

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	objectives. 1.5. Develop and document swimming session plans for swimmers up to a high performance level.
2. Prepare swimming sessions for swimmers up to a high performance level.	2.1. Prepare facilities, equipment and resources to meet swimming session plan requirements. 2.2. Select and set up equipment for safe use by swimmers up to a high performance level. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise safety risk to swimmers up to a high performance level.
3. Conduct swimming sessions for swimmers up to a high performance level.	3.1. Communicate and confirm understanding of swimming session activity instructions and safe participation requirements of swimmers up to a high performance level. 3.2. Present, sequence and pace swimming session activities according to swimming session plans. 3.3. Select and use communication styles to achieve swimming session objectives. 3.4. Observe practice of swimmers up to a high performance level to assess swimmer ability to perform activities. 3.5. Modify swimming session activities as required to meet needs of swimmers up to a high performance level and environmental conditions. 3.6. Monitor swimming sessions to identify and address safety risks to swimmers up to a high performance level. 3.7. Analyse swimmer performance and provide feedback to swimmers to improve performance. 3.8. Conduct end of swimming session review to evaluate swimming session plan and inform future swimming session planning processes.
4. Promote good behaviour.	4.1. Communicate and model swimming participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address swimmer poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own swimming coaching practice of swimmers up to a high performance level. 5.2. Reflect on own swimming coaching practice of swimmers up to a high performance level to identify areas for improvement. 5.3. Analyse findings and incorporate learnings in future

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swimming sessions with swimmers up to a high performance level.

5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret swimming session plans • interpret documents that describe swimming organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage swimmers up to a high performance level • ask open and closed questions and actively listen to determine and meet needs of swimmers up to a high performance level • interact with swimmers up to a high performance level in a polite and positive manner • give swimming instructions to swimmers up to a high performance level.
Numeracy skills to:	• estimate time and space requirements for swimming session activities • manage pair and group work for odd and even numbers of swimmers up to a high performance level.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSSWM002 Coach swimmers up to a high performance level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deliver swimming coaching to swimmers up to a high performance level on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching swimmers up to a high performance level

tactical and technical fundamentals of swimming for swimmers up to a high performance level:

  - tactical:
    - pacing and race judgement
    - race and competition tactics including single stroke, medley, relay and skins format
  - technical:
    - freestyle
    - breaststroke
    - backstroke
    - butterfly
    - general, stroke specific and relay starts
    - tumble, twist, stroke specific and medley turns
    - general and stroke specific finishes
- analysis of swimmer movement and performance
- modifying activities for swimmers up to a high performance level:
- regress activities
- progress activities
- organisational layout of swimming activities
- swimming competition pathways and competition schedules:
  - heats

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    - semi finals
    - finals
- swimming rules, regulations and policies applicable to coaching swimmers up to a high performance level
- roles and responsibilities applicable to coaches and officials of swimmers up to a high performance level
- swimming session planning for swimmers up to a high performance level:
    - session objectives
    - progression and regression activities and modified games
    - activities inclusive of all swimmers
    - designing activities that require swimmers to think and make meaningful decisions about swimming situations
    - linking sessions to develop and progress skills
    - group organisation
- swimming equipment and resources:
    - selection
    - safe set-up and layout
    - safe condition
    - safe use
- safe participation requirements for swimmers up to a high performance level:
    - obeying the rules
    - use of protective equipment
    - hydration
- contemporary coaching practices
- coaching communication styles:
    - direct instruction
    - indirect instruction
    - demonstration
    - position of coach
    - problem solving
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- managing poor behaviour:
    - establishing behaviour standards
    - promoting cooperation and good relationships
    - common causes of poor behaviour of swimmers up to a high performance level

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- methods of observation and feedback during swimming sessions with swimmers up to a high performance level:
  - how, what and when to observe
  - timing of feedback
- swimming session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in swimming. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- swimming facilities, equipment and training aids:
  - swimming pool with marked lanes
- organisational safety, emergency response and first aid procedures for swimming
- Swimming Australia rules, regulations and policies applicable to coaching swimmers up to a high performance level.

Assessment must ensure use of:

- session plan template
- swimmers up to a high performance level to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSSWM003 Coach swimmers up to an elite level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach swimmers up to an elite level.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in swimming clubs and centres.

Specific industry accreditation requirements apply to swimming coaching accreditation and information should be obtained from Swimming Australia.

Pre-requisite Unit

Nil

Competency Field

Swimming

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan swimming sessions for swimmers up to an elite level.	1.1. Gather and review swimmer information to assess developmental readiness of swimmers up to an elite level. 1.2. Set swimming session objectives to meet developmental readiness of swimmers up to an elite level. 1.3. Determine session content to address swimming session objectives. 1.4. Select coaching practices to meet swimming session

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	objectives. 1.5. Develop and document swimming session plans for swimmers up to an elite level.
2. Prepare swimming sessions for swimmers up to an elite level.	2.1. Prepare facilities, equipment and resources to meet swimming session plan requirements. 2.2. Select and set up equipment for safe use by swimmers up to an elite level. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to swimmers up to an elite level safety.
3. Conduct swimming sessions for swimmers up to an elite level.	3.1. Communicate and confirm understanding of swimming session activity instructions and safe participation requirements of swimmers up to an elite level. 3.2. Present, sequence and pace swimming session activities according to swimming session plans. 3.3. Select and use communication styles to achieve swimming session objectives. 3.4. Observe practice of swimmers up to an elite level to assess swimmer ability to perform activities. 3.5. Modify swimming session activities as required to meet swimmers up to an elite level needs and environmental conditions. 3.6. Monitor swimming sessions to identify and address safety risks to swimmers up to an elite level. 3.7. Analyse swimmer performance and provide feedback to swimmers to improve performance. 3.8. Conduct end of swimming session review to evaluate swimming session plan and inform future swimming session planning processes.
4. Promote good behaviour.	4.1. Communicate and model swimming participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address swimmer poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own swimming coaching practice of swimmers up to an elite level. 5.2. Reflect on own swimming coaching practice of swimmers up to an elite level to identify areas for improvement. 5.3. Analyse findings and incorporate learnings in future swimming sessions with swimmers up to an elite level.

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5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret swimming session plans • interpret documents that describe swimming organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage swimmers up to an elite level • ask open and closed questions and actively listen to determine and meet needs of swimmers up to an elite level • interact with swimmers up to an elite level in a polite and positive manner • give swimming instructions to swimmers up to an elite level.
Numeracy skills to:	• estimate time and space requirements for swimming session activities • manage pair and group work for odd and even numbers of swimmers up to an elite level.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSSWM003 Coach swimmers up to an elite level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deliver swimming coaching to swimmers up to an elite level on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching swimmers up to an elite level
- tactical and technical fundamentals of swimming for swimmers up to an elite level:
  - tactical:
  - pacing and race judgement
  - race and competition tactics including single stroke, medley, relay and skins format
  - technical:
  - freestyle
  - breast stroke
  - backstroke
  - butterfly
  - general, stroke specific and relay starts
  - tumble, twist, stroke specific and medley turns
  - general and stroke specific finishes
- analysis of swimmer movement and performance
- modifying activities for swimmers up to an elite level:
  - regress activities
  - progress activities
- organisational layout of swimming activities
- swimming competition pathways and schedules:
  - heats
  - semi finals

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    - finals
- swimming rules, regulations and policies applicable to coaching swimmers up to an elite level
- roles and responsibilities of swimming coaches and officials applicable to swimmers up to an elite level
- swimming session planning for swimmers up to an elite level:
    - session objectives
    - progression and regression activities and modified games
    - activities inclusive of all swimmers
    - designing activities that require swimmers to think and make meaningful decisions about swimming situations
    - linking sessions to develop and progress skills
    - group organisation
- swimming equipment and resources:
    - selection
    - safe set up and layout
    - safe condition
    - safe use
- safe participation requirements for swimmers up to an elite level:
    - obeying the rules
    - use of protective equipment
    - hydration
- contemporary coaching practices
- coaching communication styles:
    - direct instruction
    - indirect instruction
    - demonstration
    - position of coach
    - problem solving
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- managing poor behaviour:
    - establishing behaviour standards
    - promoting cooperation and good relationships
    - common causes of poor behaviour of swimmers up to an elite level
- methods of observation and feedback during swimming sessions with swimmers up to an elite level:

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    - how, what and when to observe
    - timing of feedback
- swimming session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community-based sport environment in swimming. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- swimming facilities, equipment and training aids:
    - swimming pool with marked lanes
- organisational safety, emergency response and first aid procedures for swimming
- Swimming Australia rules, regulations and policies applicable to coaching swimmers up to an elite level.

Assessment must ensure use of:

- session plan template
- swimmers up to an elite level to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSTNS001 Coach junior players in tennis

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach junior tennis players in the tactics and skills of tennis. This can include red, orange and green stage tennis players.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in tennis clubs and centres.

Specific industry accreditation requirements apply to tennis coaching accreditation and information should be obtained from Tennis Australia.

Pre-requisite Unit

Ni

Competency Field

Tennis

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan tennis sessions for junior players.	1.1. Gather and review tennis player information to assess developmental readiness. 1.2. Set tennis session objectives to meet developmental readiness. 1.3. Determine session content to address tennis session objectives. 1.4. Select coaching practices to meet tennis session

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	objectives. 1.5. Develop and document tennis session plans for junior players.
2. Prepare tennis sessions for junior players.	2.1. Prepare facilities, equipment and resources to meet tennis session plan requirements. 2.2. Select and set up equipment for safe use by junior players. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to junior player safety.
3. Conduct tennis sessions for junior players.	3.1. Communicate and confirm junior player understanding of tennis session activity instructions and safe participation requirements. 3.2. Present, sequence and pace tennis session activities according to tennis session plans. 3.3. Select and use communication styles to achieve tennis session objectives. 3.4. Observe junior player practice to assess player ability to perform activities. 3.5. Modify tennis session activities as required to meet junior player needs and environmental conditions. 3.6. Monitor tennis sessions to identify and address risks to junior player safety. 3.7. Analyse player performance and provide feedback to players to improve skills. 3.8. Conduct end of tennis session review to evaluate tennis session plan and inform future tennis session planning processes.
4. Promote good behaviour.	4.1. Communicate and model tennis participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address player poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own tennis coaching practice of junior players. 5.2. Reflect on own tennis coaching practice of junior players to identify areas for improvement. 5.3. Analyse findings and incorporate learnings in future tennis sessions with junior players. 5.4. Seek opportunities to address identified professional development needs.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret tennis session plans • interpret documents that describe tennis organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage junior players • ask open and closed questions and actively listen to determine and meet junior player needs • interact with junior players in a polite and positive manner • give tennis instructions to junior players.
Numeracy skills to:	• estimate time and space requirements for tennis session activities • sequence activities • pace tennis session activities to meet tennis session plan • manage pair and group work for odd and even numbers of junior players.
Learning skills to:	• reflect on personal coaching practices and communication styles as part of the review process • set and monitor tennis session objectives.
Problem-solving skills to:	• respond to needs of individual junior players • select strategies to address junior player poor behaviour • respond to environmental conditions.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSTNS001 Coach junior players in tennis

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- deliver coaching to junior tennis players on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching junior players in tennis
- tactical and technical fundamentals of tennis for junior players
- fundamental aspects of stroke production for junior players:
  - grip
  - stance
  - footwork
  - initial preparation
  - swing pattern
  - contact
  - follow-through
- tennis competencies for junior players
- modifying activities for junior players:
  - regress activities by simplifying equipment and environment:
    - smaller racquet
    - low compression balls
    - reduce playing space
    - break down skill into parts and progressively add more parts
    - reduce decision making related to tactical outcomes
  - progress activities by changing equipment and environment:
    - change ball
    - increase playing space
    - encourage use of whole skill

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    - increase decision making related to tactical outcomes
- organisational layout of tennis activities:
    - set-up of activities on court
    - position of players and coach
    - role of coach:
        - feeding
        - roaming
        - rallying
    - type of activity:
        - whole group
        - partner station
        - combination
- tennis rules, regulations and policies applicable to coaching junior players in tennis:
    - International Tennis Federation rules of tennis
    - Tennis Australia:
        - rules and etiquette for non umpired matches
        - dress and equipment regulations
        - code of behaviour
- tennis session planning for junior players:
    - session objectives
    - progression and regression activities and modified games
    - activities inclusive of all players
    - designing activities that require players to think and make meaningful decisions about tennis situations
    - linking sessions to develop and progress skills
    - group organisation
- tennis equipment and resources:
    - selection
    - safe set-up and layout
    - safe condition
    - safe use
- safe tennis participation requirements for junior players:
    - obeying the rules
    - use of protective equipment
    - hydration
- contemporary coaching practices
- coaching communication styles:
    - direct instruction
    - indirect instruction
    - demonstration

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    - problem solving
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- managing poor behaviour:
    - establishing behaviour standards
    - promoting cooperation and good relationships
    - common causes of poor behaviour of junior players
- methods of observation and feedback during tennis sessions with junior players:
    - how, what and when to observe
    - timing of feedback
- tennis session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in tennis. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- organisational safety, emergency response and first aid procedures for tennis
- Tennis Australia rules, regulations and policies applicable to coaching junior players.

Assessment must ensure use of:

- session plan template
- tennis facilities, equipment and training aids:
    - marked-out tennis court with a net
    - tennis racquets
    - tennis balls
    - tennis coaching aids
- junior tennis players to be coached.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSTNS002 Coach intermediate players in tennis

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach intermediate tennis players in the tactics and skills of tennis.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in tennis clubs and centres.

Specific industry accreditation requirements apply to tennis coaching accreditation and information should be obtained from Tennis Australia.

Pre-requisite Unit

Ni

Competency Field

Tennis

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan tennis sessions for intermediate players.	1.1. Gather and review tennis player information to assess intermediate player developmental readiness. 1.2. Set tennis session objectives to meet intermediate player developmental readiness. 1.3. Determine session content to address tennis session objectives. 1.4. Select coaching practices to meet tennis session objectives.

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	1.5. Develop and document tennis session plans for intermediate players.
2. Prepare tennis sessions for intermediate players.	2.1. Prepare facilities, equipment and resources to meet tennis session plan requirements. 2.2. Select and set up equipment for safe use by intermediate players. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to intermediate player safety.
3. Conduct tennis sessions for intermediate players.	3.1. Communicate and confirm intermediate player understanding of tennis session activity instructions and safe participation requirements. 3.2. Present, sequence and pace tennis session activities according to tennis session plans. 3.3. Select and use communication styles to achieve tennis session objectives. 3.4. Observe intermediate player practice to assess player ability to perform activities. 3.5. Modify tennis session activities as required to meet intermediate player needs and environmental conditions. 3.6. Monitor tennis sessions to identify and address risks to intermediate player safety. 3.7. Analyse player performance and provide feedback to players to improve skills. 3.8. Conduct end of tennis session review to evaluate tennis session plan and inform future tennis session planning processes.
4. Promote good behaviour.	4.1. Communicate and model tennis participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address player poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own tennis coaching practice of intermediate players. 5.2. Reflect on own tennis coaching practice of intermediate players to identify areas for improvement. 5.3. Analyse findings and incorporate learnings in future tennis sessions with intermediate players. 5.4. Seek opportunities to address identified professional development needs.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret tennis session plans • interpret documents that describe tennis organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage intermediate players • ask open and closed questions and actively listen to determine and meet intermediate player needs • interact with intermediate players in a polite and positive manner • give tennis instructions to intermediate players.
Numeracy skills to:	• estimate time and space requirements for tennis session activities • sequence activities • pace tennis session activities to meet tennis session plan • manage pair and group work for odd and even numbers of intermediate players.
Learning skills to:	• reflect on personal coaching practices and communication styles as part of the review process • set and monitor tennis session objectives.
Problem-solving skills to:	• respond to needs of individual intermediate players • select strategies to address intermediate player poor behaviour • respond to environmental conditions.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISSTNS002 Coach intermediate players in tennis

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- deliver coaching to intermediate tennis players on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

organisational policies and procedures applicable to coaching intermediate players in tennis

- tactical and technical fundamentals of tennis for intermediate players
- analysis of movement and stroke production for intermediate players:
  - from ground up
  - from contact point back to ground
  - from ball flight back to contact to ground
  - from key aspects of stroke production including shoulder / trunk on forehand ground stroke
- modifying activities for intermediate players:
  - regress activities by simplifying equipment and environment:
    - smaller racquet
    - low compression balls
    - reduce playing space
    - break down skill into parts and progressively add more parts
    - reduce decision making related to tactical outcomes
  - progress activities by changing equipment and environment:
    - change ball
    - increase playing space
    - encourage use of whole skill
    - increase decision making related to tactical outcomes
- organisational layout of tennis activities:
  - set-up of activities on court

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- position of players and coach
- role of coach:
  - feeding
  - roaming
  - rallying
- type of activity:
  - whole group
  - partner station
  - combination

- types of competitions and pathways for intermediate tennis players:
  - local and regional competition pathways:
    - intra-club competition
    - inter-club competition
    - association competition
    - regional competition
  - national tournament pathways:
    - Junior Development Series (JDS)
    - Junior Tournaments
    - ITF (International Tennis Federation) Juniors
    - Australian Money Tournaments (AMT)
    - Australian Pro Tour
- tennis rules, regulations and policies applicable to coaching intermediate players in tennis:
  - International Tennis Federation rules of tennis
  - Tennis Australia:
    - rules and etiquette for non umpired matches
    - dress and equipment regulations
    - code of behaviour
    - roles and responsibilities of tennis officials
- roles and responsibilities of tennis officials:
  - linesperson
  - chair umpire
  - court supervisor
  - referee
- tennis session planning for intermediate players:
  - session objectives
  - progression and regression activities and modified games
  - activities inclusive of all players
  - designing activities that require players to think and make meaningful decisions about tennis situations
  - linking sessions to develop and progress skills

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    - group organisation
- tennis equipment and resources:
    - selection
    - safe set-up and layout
    - safe condition
    - safe use
- tennis safe participation requirements for intermediate players:
    - obeying the rules
    - use of protective equipment
    - hydration
- contemporary coaching practices
- coaching communication styles:
    - direct instruction
    - indirect instruction
    - demonstration
    - problem solving
    - active listening
    - open and closed questions
    - non verbal communication
    - giving and receiving feedback
    - tone and level of voice
    - terminology and language
- managing poor behaviour:
    - establishing behaviour standards
    - promoting cooperation and good relationships
    - common causes of poor behaviour of intermediate players
- methods of observation and feedback during tennis sessions with intermediate players:
    - how, what and when to observe
    - timing of feedback
- tennis session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in tennis. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit

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- drinking water
- organisational safety, emergency response and first aid procedures for tennis
- Tennis Australia rules, regulations and policies applicable to coaching intermediate players.

Assessment must ensure use of:

- session plan template
- tennis facilities, equipment and training aids:
  - marked-out tennis court with a net
  - tennis racquets
  - tennis balls
  - tennis coaching aids
- intermediate tennis players to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSTOU001 Participate in touch at an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform tactical and technical touch skills at an intermediate level through participation in touch.

This unit applies to athletes in the Australian sport industry competing in touch at a regional, state or national level.

Those undertaking this unit work under the guidance of a coach.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Touch

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in intermediate level touch activities.	1.1. Interpret and apply touch rules, regulations and policies to touch participation. 1.2. Participate in touch training activities and competitions in a safe manner, according to organisational policies and procedures. 1.3. Link and perform intermediate level touch skills to form a sequence of movements in practice and competition

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	conditions. 1.4. Communicate with team members and coach during activities using touch communication systems and terminology.
2. Prepare to compete in touch at an intermediate level.	2.1. Consult with coach to identify intermediate tactical and technical touch skills to be developed. 2.2. Participate in training activities to develop identified intermediate level tactical and technical touch skills. 2.3. Analyse own and opposition strengths and weaknesses to develop game plans for touch competitions.
3. Implement touch game plan at an intermediate level.	3.1. Implement game plans during competition. 3.2. Interpret touch game statistics to identify and implement adjustments to improve intermediate level performance during competition. 3.3. Maintain communication with team members and coach before, during and after competitions.
4. Review intermediate level touch performance.	4.1. Seek feedback from coach and support staff to identify areas to improve own intermediate level touch performance. 4.2. Analyse touch competition statistics to identify own strengths and weaknesses. 4.3. Reflect on own intermediate level touch performance to identify areas for improvement. 4.4. Analyse findings and incorporate learnings in future intermediate level touch training and competition.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to clarify instructions and feedback from coaches • interact with coaches, support staff and officials in a polite and positive manner.
Numeracy skills to:	• record training and competition data • interpret, analyse and discuss statistical information.
Problem-solving skills to:	• read play • respond to environmental conditions.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSTOU001 Participate in touch at an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in touch at an intermediate level that involves:
  - complying with touch rules, regulations and policies
  - performing intermediate level tactical and technical skills at an accuracy rate of 70% at one competition
  - performing intermediate level technical skills at an accuracy rate of 70% at three training sessions of no less than 30 minutes each
  - communicating with team members, coach, official and support staff and responding to feedback
  - analysing and reflecting on own and opposition strengths and weaknesses.

Knowledge Evidence

emonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to participating in touch at an intermediate level
- tactical and technical fundamentals of touch for intermediate level athletes:
  - tactical:
    - set plays
    - patterns and principles of play in attack
    - patterns and principles of play in defence
    - decision making
    - match analysis
    - game plans for team and individuals
    - weather and ground conditions
    - communication
  - technical:
    - running
    - passing and catching
    - positional play

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    - play the ball
- touch biomechanical principles
- types, characteristics, function and safe use of touch equipment, facilities and technological aids
- types of strengths and weaknesses of intermediate level touch athletes:
    - physical
    - tactical
- training activities for intermediate level touch athletes:
    - intermediate drills
    - warm-ups and cool-downs
    - breaking down and sequencing skills
    - grid work
    - manual work
- competitions and pathways for intermediate level touch athletes
- types and content of game plans for intermediate level touch athletes:
    - individual and team
    - targeting opposition athletes
    - style of play
    - set plays
    - identifying weaknesses in opposition team
    - situational plays
- types and methods of analysing competition statistics for intermediate level touch athletes:
    - penalties
    - errors
    - team plays
    - touchdowns
- types and potential impacts of environmental conditions
- intermediate level touch rules, regulations and policies
- methods for self reflection
- touch communication systems and terminology.

Assessment Conditions

Skills must be demonstrated in:

- a touch environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- touch rules, regulations and policies

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- organisational policies and procedures applicable to participating in touch at an intermediate level
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- touch equipment and facilities:
  - marked-out touch field
  - touch balls
  - uniforms
- touch opposition competing at an intermediate level, coach, officials and support staff.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSTPB001 Conduct tenpin bowling coaching sessions with foundation level participants

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in tenpin bowling.

This unit applies to individuals working under supervision in community based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Tenpin Bowling

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for tenpin bowling sessions with foundation level participants.	1.1. Confirm assigned tenpin bowling session duties with supervisor. 1.2. Interpret tenpin bowling session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements.

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	1.4. Select and check equipment and resources for wear and tear and report to supervisor. 1.5. Report tenpin bowling session set-up problems to supervisor.
2. Conduct tenpin bowling sessions with foundation level participants.	2.1. Communicate and confirm foundation level participant understanding of tenpin bowling session activity instructions and safe participation requirements. 2.2. Communicate and model tenpin bowling participation behaviour standards. 2.3. Present, sequence and pace tenpin bowling session activities to meet tenpin bowling session plans. 2.4. Instruct and demonstrate safe tenpin bowling techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities.
3. Complete tenpin bowling sessions with foundation level participants.	3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in tenpin bowling sessions to identify wear and tear and report to supervisor. 3.4. Pack up tenpin bowling equipment, resources and refreshments according to organisational policies and procedures.
4. Review tenpin bowling sessions.	4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• record attendance.

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Oral communications skills to:	• use age-appropriate language to engage foundation level participants • use active listening and questioning to give and receive instructions and confirm understanding • interact with foundation level participants in a polite and positive manner.
Numeracy skills to:	• estimate time and space requirements for tenpin bowling session activities.
Planning and organising skills to:	• complete assigned duties in a timely manner according to session plans and supervisor instructions.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSTPB001 Conduct tenpin bowling coaching sessions with foundation level participants

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three tenpin bowling coaching sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to conducting tenpin bowling coaching sessions with foundation level participants
- tenpin bowling tactical and technical fundamentals for foundation level participants:
  - balance
  - approach
  - release
  - four-step delivery
  - correct weight of ball for bowler
  - correct fit of ball for bowler
  - centre rules and etiquette
- organisational layout of tenpin bowling activities
- tenpin bowling equipment and resources:
  - bowling shoes
  - bowling balls
  - pins
  - lane markers
  - coloured tape
  - score sheets and boards
  - safe set-up and lay out
  - safe condition
  - safe use
  - safe pack-up

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- tenpin bowling rules, regulations and policies applicable to coaching foundation level participants
- tenpin bowling safe participation requirements:
  - obeying the rules
  - use of protective equipment
  - hydration
- coaching communication styles for foundation level participants:
  - instruction
  - demonstration
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- behaviours expected of an assistant coach:
  - promoting positive interaction and participation
  - using acceptable language
  - arriving on time
  - using self reflection to identify areas for improvement
- methods to:
  - instruct safe use of equipment and techniques
  - instruct safe sport techniques
  - instruct warm-up, skill development and cool down activities
  - establish behaviour standards
  - promote cooperation and good relationships
  - demonstrate techniques
  - encourage interaction and participation
  - give and receive feedback
  - respond to questions
  - report problems to supervisor
- tenpin bowling session plan elements
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in tenpin bowling. This can be a workplace or simulated environment.

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Assessment must ensure access to:

- first aid kit
- drinking water
- tenpin bowling rules, regulations and policies applicable to coaching foundation level participants
- tenpin bowling facilities, equipment and resources:
  - tenpin bowling facility with space and lanes for at least 10 participants
  - score sheets or boards
  - bowling shoes
  - bowling balls
  - pins
  - lane markers
  - coloured tape
- organisational safety, emergency response and first aid procedures for tenpin bowling.

Assessment must ensure use of:

- tenpin bowling session plan
- a supervisor and tenpin bowling foundation level participants to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISSVOL001 Coach volleyball participants up to an intermediate level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach volleyball participants up to an intermediate level.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in volleyball clubs and organisations.

Specific industry accreditation requirements may apply to volleyball coaching accreditation and information should be obtained from Volleyball Australia.

Pre-requisite Unit

Nil

Competency Field

Volleyball

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan volleyball sessions for participants up to an intermediate level.	1.1. Gather and review volleyball participant information to assess developmental readiness of participants up to an intermediate level. 1.2. Set volleyball session objectives to meet developmental readiness of participants up to an intermediate level. 1.3. Determine session content to address volleyball session

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	objectives. 1.4. Select coaching practices to meet volleyball session objectives. 1.5. Develop and document volleyball session plans for participants up to an intermediate level.
2. Prepare volleyball sessions for participants up to an intermediate level.	2.1. Prepare facilities, equipment and resources to meet volleyball session plan requirements. 2.2. Select and set up equipment for safe use by participants up to an intermediate level. 2.3. Identify hazards, assess risks and implement risk control strategies to minimise safety risk to participants up to an intermediate level.
3. Conduct volleyball sessions for participants up to an intermediate level.	3.1. Communicate and confirm understanding of volleyball session activity instructions and safe participation requirements of participants up to an intermediate level. 3.2. Present, sequence and pace volleyball session activities according to volleyball session plans. 3.3. Select and use communication styles to achieve volleyball session objectives. 3.4. Observe participants up to an intermediate level practice to assess participant ability to perform activities. 3.5. Modify volleyball session activities as required to meet needs of participants up to an intermediate level and environmental conditions. 3.6. Monitor volleyball sessions to identify and address safety risks to participants up to an intermediate level. 3.7. Analyse participant performance and provide feedback to participants to improve performance. 3.8. Conduct end of volleyball session review to evaluate volleyball session plan and inform future volleyball session planning processes.
4. Promote good behaviour.	4.1. Communicate and model volleyball participation behaviour standards. 4.2. Monitor participation to identify poor behaviour. 4.3. Use behaviour management strategies to address participant poor behaviour in accordance with organisational policies and procedures.
5. Reflect on coaching practice.	5.1. Seek feedback from others to identify areas to improve own volleyball coaching practice of participants up to an intermediate level. 5.2. Reflect on own volleyball coaching practice of participants up to an intermediate level to identify areas for improvement.

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5.3. Analyse findings and incorporate learnings in future volleyball sessions with participants up to an intermediate level.

5.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret volleyball session plans • interpret documents that describe volleyball organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage participants up to an intermediate level • ask open and closed questions and actively listen to determine and meet needs of participants up to an intermediate level • interact with participants up to an intermediate level in a polite and positive manner • give volleyball instructions to participants up to an intermediate level.
Numeracy skills to:	• estimate time and space requirements for volleyball session activities • manage pair and group work for odd and even numbers of participants up to an intermediate level.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISSVOL001 Coach volleyball participants up to an intermediate level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deliver coaching in volleyball to participants up to an intermediate level on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to coaching volleyball participants up to an intermediate level
- tactical and technical fundamentals of volleyball for participants up to an intermediate level:
  - lunging
  - jumping
  - diving
  - spiking
  - setting
  - passing
  - serving
  - blocking
  - indoor and beach aspects
- analysis of movement for volleyball participants up to an intermediate level
- modifying activities for volleyball participants up to an intermediate level:
  - regress activities
  - progress activities
- organisational layout of volleyball activities
- types of competitions and pathways for volleyball participants up to an intermediate level
- volleyball rules, regulations and policies applicable to coaching participants up to an intermediate level
- roles and responsibilities of volleyball coaches and officials applicable to participants up to an intermediate level

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- volleyball session planning for participants up to an intermediate level:
  - session objectives
  - progression and regression activities and modified games
  - activities inclusive of all participants
  - designing activities that require participants to think and make meaningful decisions about volleyball situations
  - linking sessions to develop and progress skills
  - group organisation
- volleyball equipment and resources:
  - selection
  - safe set-up and layout
  - safe condition
  - safe use
- volleyball safe participation requirements for participants up to an intermediate level:
  - obeying the rules
  - use of protective equipment
  - hydration
- contemporary coaching practices
- coaching communication styles:
  - direct instruction
  - indirect instruction
  - demonstration
  - position of coach
  - problem solving
  - active listening
  - open and closed questions
  - non verbal communication
  - giving and receiving feedback
  - tone and level of voice
  - terminology and language
- managing poor behaviour:
  - establishing behaviour standards
  - promoting cooperation and good relationships
  - common causes of poor behaviour of participants up to an intermediate level
- methods of observation and feedback during volleyball sessions with participants up to an intermediate level:
  - how, what and when to observe
  - timing of feedback
- volleyball session review processes
- methods for self-reflection.

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Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in volleyball. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- volleyball facilities, equipment and training aids:
  - volleyball court
  - nets
  - volleyballs
  - teaching and coaching tools
  - video equipment
  - sports science testing equipment
  - witches hats
  - spiking frame
- organisational safety, emergency response and first aid procedures for volleyball
- Volleyball Australia rules, regulations and policies applicable to coaching participants up to an intermediate level.

Assessment must ensure use of:

session plan template

- volleyball participants up to an intermediate level to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXCAI008 Plan, conduct and review training and recovery programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply sport-specific knowledge to implement a training program designed to refine the skills and performance of individuals participating in physical activities at a high performance level.

This unit applies to fitness instructors and coaches who work in fitness and sport environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess participant ability to meet the demands of high level performance.	1.1. Identify requirements of high level performance for participant physical activity. 1.2. Use approved assessment methods appropriate to demands of participation in the physical activity to assess participant fitness and skill levels. 1.3. Measure, record and evaluate data obtained from

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	assessment activities against current identified demands of participation. 1.4. Establish high performance participant aims and priorities for the training program. 1.5. Establish agreed program needs and objectives.
2. Plan a training program to meet participant requirements.	2.1. Investigate current national and international trends and innovations in high performance training program design. 2.2. Implement principles of high performance training program design to meet identified needs of participant and high performance objectives of the physical activity. 2.3. Consider competition requirements and align competition opportunities within training program. 2.4. Incorporate cross-training opportunities where appropriate to meet program objectives. 2.5. Incorporate principles of recovery into training program design. 2.6. Identify and select equipment and resource requirements for each stage of the program. 2.7. Include evaluation methods to monitor training program. 2.8. Schedule and document training program according to organisational policies and procedures.
3. Implement the training program.	3.1. Explain and demonstrate safe performance of exercises and activities. 3.2. Explain and demonstrate safe use of equipment according to manufacturer instructions. 3.3. Use motivation techniques to enhance participant performance.
4. Monitor and adjust the training program.	4.1. Monitor and modify participant progress in consultation with support staff. 4.2. Identify errors, potential problems and areas for improvement in performance and communicate these to participant. 4.3. Monitor skill performance, physical performance and participant wellbeing throughout training program and adapt methods and instructional styles to maximise outcomes. 4.4. Adjust sessions and training program according to results of monitoring. 4.5. Provide feedback to participants to improve performance. 4.6. Evaluate training program according to methods outlined in plan and in consultation with participant and support

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	staff. 4.7. Identify symptoms of negative adaptation and refer participants with symptoms of negative adaptation to relevant support staff.
5. Manage competitive and performance events during the program.	5.1. Address relevant competitive and performance strategies, tactics and support needs. 5.2. Continually monitor participant condition throughout competition events to determine factors that affect performance. 5.3. Implement changes according to results of monitoring.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret information on trends, innovations and best practice principles of the sport and high performance training methods.
Numeracy skills to:	• interpret, use, discuss and record assessment and performance data.
Technology skills to:	• access the internet to source industry information.

Unit Mapping Information

SISSSCO513 Plan and implement high performance training and recovery programs

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXCAI008 Plan, conduct and review training and recovery programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, implement and evaluate three high performance training programs that includes at least eight training sessions each and meet the needs of participants.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures relevant to planning and implementing high performance training programs
- advanced principles of skill acquisition
- anatomy, physiology and biomechanics relevant to safe planning and implementation of high performance training programs:
  - type and structure of joints as they relate to joint mobility, joint integrity and risk of injury
  - major muscles, their actions, and the role of muscles during contraction
  - structure and function of the musculoskeletal system
  - structure of the cardio respiratory system and the relationship between exercise intensity and circulatory and ventilation responses
- requirements of high level performance:
  - physiological and fitness targets
  - psychological targets
  - tactical and strategic approaches
  - skill performance and technique development targets
  - competition and performance targets
- types of assessment methods:
  - performance in the activity
  - tests of skills, techniques, tactics and strategies
  - tests of psychological and physiological developmental readiness
- demands of participation:
  - psychological and physiological status

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    - skills
    - techniques
    - tactics
    - strategies
- principles of high performance training program design:
    - specificity
    - progressive overload
    - rest and recovery
    - reversibility
    - frequency
    - intensity
    - duration
    - periodisation
    - tapering
    - peaking
    - individuality and maintenance
- principles of recovery:
    - training stimulus
    - adaptation
    - tapering
    - training volume and intensity
    - planning for recovery
- types of evaluation methods:
    - fitness assessments
    - lab assessments
    - discussions
    - training and competition performances
    - training diaries
- types of motivation techniques:
    - goal setting
    - positive feedback
- roles of support staff
- indicators of participant wellbeing:
    - injury status
    - psychological status
    - emotional status
    - general self-esteem
    - anger and stress management
    - detraining
    - health

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    - self-discipline
- types and safe use of training equipment:
    - cardiovascular
    - free weight
    - hydraulic
    - exercise balls
    - sport-specific
    - bars
    - steps
    - bands
    - resistance
    - pin-loaded
    - electronically braked
    - air-braked
    - pool-based
- resource requirements:
    - ratio of instructors to participants
    - ratio of equipment to participants
    - equipment
    - time
    - finance
    - transport
    - accommodation
- types of monitoring:
    - questioning and discussing
    - observing
    - cross referencing
    - ongoing functional assessments of performance
    - consulting with other support staff.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry environment, sport training environment or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- training and recovery facilities, equipment and materials
- manufacturer specifications for equipment

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- organisational policies and procedures related to planning and implementing high performance training and recovery programs
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- individuals with training goals and individual performance history.
-

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISXCAI009 Instruct strength and conditioning techniques

Modification History

Not applicable.

Application

This unit describes the performance outcomes, knowledge and skills required to use drills, exercises and activities to instruct individuals undertaking fitness programs in strength and conditioning techniques to achieve personal fitness goals.

This unit applies to fitness instructors and coaches who work in fitness and sport environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Ni

Competency Field

Coaching and Instruction

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess participant status.	1.1. Select and implement testing protocols to assess participant fitness level. 1.2. Evaluate participant training background and exercise history to inform participant needs. 1.3. Identify strength and conditioning techniques to be developed with support staff according to participant needs.

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2. Select strength and conditioning programs.	2.1. Select core lifts and exercises to meet participant needs. 2.2. Incorporate drills, exercise techniques and activities into strength and conditioning programs. 2.3. Select equipment to be used in strength and conditioning programs.
3. Prepare for strength and conditioning sessions.	3.1. Allocate space and resources sufficient for drills, activities and games. 3.2. Check exercise area is free from obstacles prior to session commencement. 3.3. Check equipment is in good working order prior to session commencement. 3.4. Quarantine and report faulty equipment according to organisational policies and procedures. 3.5. Arrange equipment according to exercise plan, and organisational policies and procedures.
4. Instruct strength and conditioning session.	4.1. Communicate session objectives and benefits of strength and conditioning to participants. 4.2. Explain common types of injuries that prevent session participation and confirm participants are not affected. 4.3. Instruct session according to strength and conditioning plan, organisational policies and procedures, and best practice principles of strength and conditioning training. 4.4. Demonstrate and instruct correct use of equipment according to organisational policies and procedures and equipment manufacturer instructions. 4.5. Demonstrate strength and conditioning exercises using instructional techniques appropriate for the exercise. 4.6. Monitor participant intensity, technique and safety during strength and conditioning sessions. 4.7. Incorporate motivation techniques to maximise exercise program adherence.
5. Evaluate strength and conditioning programs.	5.1. Review participant training diaries to monitor progress. 5.2. Modify programs to meet identified participant needs. 5.3. Use testing protocols to assess participant ongoing progress. 5.4. Review own performance to identify potential improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret fitness information.
Oral communications skills to:	• use active listening and questioning to give and receive instructions and confirm understanding of participant needs • interact with participants in a polite and positive manner • give and receive participant feedback.
Numeracy skills to:	• interpret, analyse and discuss fitness data and training diary records • estimate time and space requirements for exercise activities • sequence and pace session activities.
Problem-solving skills to:	• assess participants and select drills, activities and games.
Teamwork skills to:	• work with participants.

Unit Mapping Information

SISSSTC301A Instruct strength and conditioning techniques

Links

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Assessment Requirements for SISXCAI009 Instruct strength and conditioning techniques

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct strength and conditioning techniques in three sessions where each session meets the needs of participants and is at least 30 minutes in duration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures relevant to instructing strength and conditioning techniques
- major body systems including bones, joints, muscles and their function relevant to instructing strength and conditioning techniques
- types and safe use of equipment:
  - cardiovascular equipment
  - free weight equipment
  - hydraulic equipment
  - exercise balls
  - bars
  - steps
  - bands
  - resistance equipment
  - pin loaded equipment
  - electronically braked equipment
  - air braked equipment
  - pool based equipment
- drills, activities and games to teach the techniques of strength and conditioning
- physiological, psychological and biomechanical changes that occur with strength and conditioning training
- types of testing protocols:
  - core stability
  - aerobic performance

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- anaerobic performance
- techniques of strength and conditioning:
  - resistance training
  - aerobic endurance
  - anaerobic endurance
  - flexibility
  - elastic energy
  - abdominal
  - core stability
- techniques of core lifts and exercises:
  - abdominal
  - roll outs
  - reverse crunches
  - side bends
  - prone and hold
  - back:
    - bent over row
    - lateral pull down
  - biceps:
    - biceps curl
    - hammer curl
  - calves and ankles:
    - standing calf and heel raise
    - peroneal flexions and wobble board
  - chest:
    - flat bench press and dumbbell version
    - incline dumbbell press and barbell version
  - forearms:
    - wrist curl
  - hip and thigh:
    - hip sled
    - back squat
    - forward lunge
  - shoulders:
    - seated shoulder press
    - machine shoulder press
  - triceps:
    - lying triceps extension
    - triceps pushdown
  - power exercises:

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    - push press and push jerk
    - clean and power clean
  - proprioception and neuromuscular coordination exercises
- exercise techniques:
  - hand grips
  - stable body and limb positioning
  - movement range of motion and speed
  - breathing
  - spotting
- benefits of strength and conditioning training:
  - physiological
  - psychological
  - social
  - improved performance in chosen physical activity
- common types of injuries:
  - soft tissue injury
  - back injury
- instructional techniques:
  - establishing a rapport
  - verbal and non verbal communication
  - motivational strategies
    - goal setting
    - positive feedback
  - methods of self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry environment, sport training environment or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- strength and conditioning facilities, equipment and materials
- manufacturer specifications for equipment
- organisational policies and procedures related to instructing strength and conditioning techniques
- organisational safety, emergency response and first aid procedures.

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Assessment must ensure use of:

- participants with strength and conditioning goals.
-

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISXCAI010 Develop strength and conditioning programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate strength and conditioning programs. It focuses on the skills needed to develop programs to meet the needs of participants undertaking fitness programs to achieve personal fitness goals.

This unit applies to fitness instructors and coaches who work in fitness and sport environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify needs of participants.	1.1. Analyse the strength and conditioning needs of activities. 1.2. Develop profiles for strength and conditioning program for participants using assessment measures. 1.3. Negotiate with participants and support staff to develop short, medium and long term objectives for strength and

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	conditioning programs. 1.4. Identify career phase of participants and training phase of activities to be addressed in the program.
2. Plan strength and conditioning programs to meet identified needs.	2.1. Develop strategies to meet participant needs. 2.2. Select core lifts and exercises to address participant needs. 2.3. Establish fixed points of strength and conditioning programs and identify and document training phases. 2.4. Apply exercise selection and exercise order to maximise conditioning outcomes throughout the strength and conditioning program. 2.5. Identify equipment and resource requirements for strength and conditioning program sessions. 2.6. Develop and document strength and conditioning program schedules to meet identified participant needs and objectives. 2.7. Select evaluation methods to monitor strength and conditioning program implementation.
3. Implement strength and conditioning programs.	3.1. Supervise strength and conditioning programs. 3.2. Use strength and conditioning training methods to meet participant needs. 3.3. Observe sessions to see that exercises are conducted according to organisational policies and procedures and accepted best practice principles of strength and conditioning training. 3.4. Monitor sessions to ensure correct use of equipment during strength and conditioning sessions according to manufacturer specifications. 3.5. Establish ongoing liaison with support staff to ensure a consistent approach to strength and conditioning programs.
4. Evaluate strength and conditioning programs.	4.1. Evaluate strength and conditioning programs according to methods identified in strength and conditioning program plans. 4.2. Review participant training diaries to monitor progress. 4.3. Use assessment measures to assess participant progress. 4.4. Seek and receive feedback from participants and support staff. 4.5. Implement modifications to strength and conditioning programs to meet identified needs.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret fitness information.
Writing skills to:	• document strength and conditioning programs in the required detail and format.
Oral communications skills to:	• use active listening and questioning to give and receive instructions and confirm understanding of participant needs • interact with participants and support staff in a polite and positive manner.
Numeracy skills to:	• interpret, analyse and discuss fitness data and training diary records • schedule, sequence and pace strength and conditioning program activities.
Problem-solving skills to:	• assess participants and select strength and conditioning program activities.
Teamwork skills to:	• work with participants and support staff.

Unit Mapping Information

SISSSTC402A Develop strength and conditioning programs

Links

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Assessment Requirements for SISXCAI010 Develop strength and conditioning programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, implement and evaluate three strength and conditioning programs that include at least eight training sessions each and meet the needs of participants.

Knowledge Evidence

emonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures relevant to developing strength and conditioning programs
- major body systems, bones, joints, muscles and their function applicable to planning and implementing strength and conditioning programs
- anatomical, physiological and biomechanical differences of participants including age and sex
- physiological adaptation to strength and conditioning training
- strength and conditioning training techniques
- exercise prescription and exercise order principles
- physical constraints that may affect planning for strength and conditioning programs
- types and safe use of equipment:
  - cardiovascular equipment
  - free weight equipment
  - hydraulic equipment
  - innovative equipment
  - exercise balls
  - bars
  - steps
  - bands
  - plyometric training systems
  - resistance equipment
  - pool based equipment
- types of participant requirements:

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    - competition performance
    - pre-adolescent
    - mature aged
    - disability
    - reconditioning
    - rehabilitation
- types of profiles:
    - physical
    - psychological
    - tactical
    - technical
    - leadership skills
- types of assessment measures:
    - discussion with participants
    - physical ability tests
    - trials
    - performances in familiar environment
    - performances in unfamiliar environment
    - field assessments of fitness components
    - performance history
- types of objectives:
    - enjoyment
    - competition and performance
    - selection
    - tapering
    - peaking
    - maintenance
- types of career phases:
    - novice
    - intermediate
    - advanced
- types of training phases:
    - macro-cycles
    - micro-cycles
    - meso-cycles
    - pre-season
    - in-season
    - post-season
    - four year Olympic cycle
- techniques of core lifts and exercises:

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    - abdominal
    - roll outs
    - reverse crunch
    - side bends
    - prone and hold
    - back
    - biceps
    - calves and ankles
    - chest
    - forearms
    - hip or thigh
    - shoulders
    - triceps
    - power exercises
    - proprioception and neuromuscular coordination exercises
- techniques of strength and conditioning:
    - resistance training
    - aerobic endurance
    - anaerobic endurance
    - flexibility and stretching
    - elastic energy
    - abdominal
    - core stability
- types of fixed points:
    - structure and subdivision of performance levels
    - availability of facilities
    - rules of the activity
    - rules of the competition or performance
    - intended peaks
    - selection dates and criteria
    - availability of support staff
- exercise selection and order
- types of evaluation methods:
    - fitness assessments
    - laboratory assessments
    - discussion with participants
    - training and competitive performances
    - training diaries
- strength and conditioning training methods:
    - work duration, rest periods and frequency

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  - periodisation
  - training load, repetition and volume
  - rehabilitation and reconditioning
  - core stability
- types of resource requirements:
  - ratio of coaches to participants
  - ratio of equipment to participants
  - access to first aid facilities
  - access to equipment
  - appropriate facilities
- self reflection methods.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry environment, sport training environment or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- strength and conditioning facilities, equipment and materials
- manufacturer specifications for equipment
- organisational policies and procedures related to developing strength and conditioning programs
- organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- individual training goals and individual performance history.
-

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISXIND008 Manage legal compliance in sport and recreation

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage organisational compliance with legal and contractual obligations in sport and recreation environments.

This unit applies to individuals working in sport and recreation organisations. This includes individuals working as program, recreation and sport coordinators, sport coaches and managers.

No licensing, legislative or certificate requirements apply to this unit at the time of publication.

Pre-requisite Unit

Ni

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify organisational compliance obligations.	1.1. Research, interpret and analyse legislation and legal information to identify organisational legal compliance obligations. 1.2. Source, interpret and analyse organisational contracts to identify contractual obligations for individuals and the organisation.

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	1.3. Document and circulate organisational legal and contractual compliance information in accordance with organisational policies and procedures.
2. Assess organisational compliance.	2.1. Interpret and analyse organisational policies and procedures to assess compliance with organisational legal and contractual obligations. 2.2. Review organisational practices to assess compliance with organisational legal and contractual obligations. 2.3. Document organisational legal and contractual non compliance and risk in accordance with organisational policies and procedures. 2.4. Assess the need for and access specialist advice on organisational legal and contractual non compliance and risk. 2.5. Develop and document recommended actions to address organisational legal and contractual non compliance and risk in accordance with organisational policies and procedures. 2.6. Seek feedback on recommended actions and review and adjust recommended actions in response to feedback received.
3. Promote organisational compliance.	3.1. Develop and document new and modify existing organisational policies and procedures to meet organisational legal and contractual obligations. 3.2. Disseminate new and modified organisational policies and procedures to impacted staff within the organisation. 3.3. Support impacted staff to implement new and modified organisational policies, procedures and practices. 3.4. Monitor organisational legal and contractual compliance to assess implementation of new and modified organisational policies, procedures and practices.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to sport and recreation staff on legal and contractual compliance.
Technology skills to:	• access legal and contractual information from electronic

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sources.

Unit Mapping Information

SISXIND404A Promote compliance with laws and legal principles

Links

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Assessment Requirements for SISXIND008 Manage legal compliance in sport and recreation

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- managing organisational compliance against a legal obligation
- managing organisational compliance against a contract.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to managing legal and contractual compliance
- the relationship between organisational policies and procedures and legal and contractual compliance
- techniques for reviewing organisational policies, procedures and practices
- strategies for implementing organisational policies and procedures
- sources of legal and contractual information
- types of legal and contractual obligations
- types of legal and contractual non compliances and risks
- types of contracts
- strategies for addressing legal and contractual non compliances and risks:
  - modifying organisational policies and procedures
  - developing new policies and procedures
  - modifying implementation strategies
  - developing new implementation strategies.

Assessment Conditions

Skills must be demonstrated in:

- a sport or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- organisational policies and procedures

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- an expert source of legal advice
- electronic device with access to the internet for research
- organisational contract
- staff with legal and contractual obligations.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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SISXIND009 Respond to interpersonal conflict

Modification History

Not applicable.

Application

This unit of competency covers the skills and knowledge required to identify and respond to interpersonal conflict situations in the workplace.

This unit of competency applies to individuals working in a diverse range of industries where they are responsible for dealing with interpersonal conflict. This includes, but is not limited to, coaches and officials working in the Australian sport industry.

No licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Ni

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prevent interpersonal conflict situations.	1.1. Establish and maintain positive working relationships with others to minimise risk of conflict situations. 1.2. Recognise and monitor interpersonal conflict triggers to identify interpersonal conflict risks. 1.3. Assess interpersonal conflict risks and implement risk control strategies to prevent interpersonal conflict situations.

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2. Respond to interpersonal conflict situations.	2.1. Monitor interpersonal interactions to identify interpersonal conflict situations. 2.2. Recognise and report interpersonal conflict situations outside scope of responsibility. 2.3. Assess interpersonal conflict situations within scope of responsibility to identify and select interpersonal conflict resolution strategies. 2.4. Implement interpersonal conflict resolution strategies to defuse and resolve interpersonal conflict situations.
3. Reflect on interpersonal conflict resolution, prevention and response.	3.1. Seek feedback from others to identify areas to improve own interpersonal interactions and interpersonal conflict response. 3.2. Reflect on own interpersonal interactions and interpersonal conflict response to identify areas for improvement. 3.3. Analyse findings and incorporate learnings in future interpersonal interactions and interpersonal conflict response.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to prevent, defuse and resolve interpersonal conflict • speak clearly and firmly in a polite, professional and assertive manner with open and consistent body language • negotiate to defuse aggressive behaviour.
Numeracy skills to:	• estimate risk.
Problem-solving skills to:	• diagnose and respond to interpersonal conflict situations.
Teamwork skills to:	• create a positive work environment.
Self-management skills to:	• be objective, calm and non reactive in interpersonal conflict situations.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for SISXIND009 Respond to interpersonal conflict

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to two interpersonal conflict that involves:
  - one interpersonal conflict situation with an individual external to the organisation
  - one interpersonal conflict situation with an individual internal to the organisation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures applicable to responding to interpersonal conflict
- job role responsibilities in relation to responding to interpersonal conflict
- triggers of interpersonal conflict:
  - different beliefs and values
  - different and unclear goals and expectations
  - disagreements
  - perceived and actual bias
  - emotional distress
  - different personalities
  - poor communication
- strategies for preventing interpersonal conflict:
  - building rapport
  - discussing differences constructively
  - promoting cooperation and understanding
- interpersonal communication and negotiation techniques:
  - strategic questioning and listening to gather information and direct the focus of the people involved
  - positive, confident and cooperative language
  - control of tone of voice and body language
  - using language and concepts appropriate to the people involved
  - using clear presentations of options and consequences

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  - demonstrating flexibility and willingness to compromise
  - summarising positions and agreements made to confirm understanding between parties
  - giving constructive feedback
- methods of self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a work environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures applicable to responding to conflict.

Assessment must ensure use of:

- individuals with whom the individual can interact to respond to conflict.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXIND010 Protect children and young people

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to protect the safety of children and young people engaged in community based activities.

This unit applies to individuals working with children and young people in community based roles.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work with children and young people.	1.1. Source and interpret industry and regulatory information to identify community child safety requirements. 1.2. Comply with child safety requirements relevant to own job role and according to organisational policies and procedures. 1.3. Practice and promote child safe behaviours in the community. 1.4. Promote and uphold the rights of children and young

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	people in the community.
2. Manage child safety risks.	2.1. Consult with children, young people and other stakeholders to identify and assess child safety risks. 2.2. Identify and implement child safety risk controls. 2.3. Monitor child safety risks and adjust child safety risk controls to minimise and eliminate child safety risks.
3. Respond to child safety incidents.	3.1. Monitor work practices and indicators of abuse to identify child safety incidents. 3.2. Address child safety incidents within scope of own job role. 3.3. Identify and access child safety services and resources to support child safety incident response. 3.4. Report and escalate child safety incidents according to organisational policies and procedures.
4. Reflect on child safety practices.	4.1. Seek feedback from others to identify areas to improve own child safety practices. 4.2. Reflect on own child safety practices to identify areas for improvement. 4.3. Analyse findings and incorporate learnings in future child safety practices. 4.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• document child safety records.
Oral communication skills to:	• ask open and closed questions and actively listen to consult with children and young people • interact with children and young people in a polite and positive manner using age appropriate language.
Numeracy skills to:	• estimate child safety risks.
Technology skills to:	• access the internet to source child safety information.

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Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXIND010 Protect children and young people

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- protect children and young people over a period of one month that involves:
  - complying with child safety industry, regulatory and organisational requirements
  - identifying and controlling three child safety risks.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements applicable to protecting children and young people
- organisational policies and procedures applicable to protecting children and young people
- common legal issues when working with children and young people
- job role responsibilities applicable to protecting children and young people
- rights of children and young people
- types, effects and signs of bullying:
  - physical
  - verbal
  - psychological
  - social
- child and young person safe work practices
- spectrum of behaviours:
  - child safe behaviour
  - inappropriate behaviour
  - unacceptable behaviour
  - neglect
  - physical and emotional abuse
- risk factors for and strategies to address child sexual abuse:
  - grooming
  - societal and community cultures
- types of child abuse and indicators of abuse:

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  - sexual abuse and sexual misconduct
  - physical abuse
  - emotional abuse
  - neglect
  - family violence
  - organised sexual abuse
- strategies for creating a child safe environment
- communication techniques to engage and interact with children and young people
- available support services and resources to assist with child safety issues
- methods of self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based work environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- organisational policies and procedures applicable to protecting children and young people.

Assessment must ensure use of:

- children and young people.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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ACMEQU202 Handle horses safely

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to identify, safely catch, control and handle calm, consistent and obedient horses educated for the relevant activity. It covers knowledge of potential risks working with and around horses and following industry guidelines and procedures to ensure the welfare and safety of the individual, other workers and the horse.

The unit applies to individuals who have no experience, limited experience or no recent experience working in the relevant horse industry sector. They undertake defined routine activities under supervision and have limited responsibility for their own work. Working environments may include stables, paddocks, yards, tracks, exercise arenas and public areas.

No licensing or certification requirements apply to this unit at the time of publication, except for the racing industry, where requirements vary between states and territories. Users working in the racing industry are advised to contact the relevant Principal Racing Authority for advice on current requirements.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- ACMEQU205 Apply knowledge of horse behaviour.

Unit Sector

Equine (EQU)

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Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify features of horses	1.1 Distinguish horses by their features, and describe using industry terminology 1.2 Identify common horse behaviour and social traits
2. Safely approach, catch, control and lead horses	2.1 Check and clarify supervisor instructions for tasks requiring involving approaching, catching and leading horse 2.2 Select and correctly fit personal protective equipment (PPE) 2.3 Identify, select and prepare appropriate gear for handling horses safely 2.4 Identify and report to supervisor potential safety risks prior to approaching horse 2.5 Identify horse according to instructions and observe horse body language and behaviour before approaching 2.6 Prepare halter and lead in hand prior to approaching the horse 2.7 Approach calmly and catch horse using safe handling techniques under supervision 2.8 Apply safe control when leading and tying up horse and use safe handling practices around tied-up horses 2.9 Use safe handling procedures around other handlers and horses
3. Load and unload horses under supervision	3.1 Check and clarify supervisor instructions for tasks requiring the loading and unloading of horses 3.2 Identify potential safety risks to handler and horse when loading and unloading horses, and discuss with supervisor 3.3 Select and correctly fit PPE for safe loading and/or unloading of horses 3.4 Select gear and equipment for loading horse and check gear for safety 3.5 Fit gear to horse correctly prior to loading under supervision 3.6 Load horses safely according to instructions under supervision

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.7 Position horse according to transport configuration 3.8 Unload horse safely according to instructions under supervision
4. Control horses in exercise environments	4.1 Check and clarify supervisor instructions for tasks requiring the handling of horses in public areas 4.2 Identify potential safety risks to handler and horse when handling horses in public areas, and discuss with supervisor 4.3 Select and correctly fit PPE for safe handling of horses 4.4 Select gear and equipment, including safety check of gear 4.5 Observe and identify horse body language and behaviour prior to handling in exercise environments 4.6 Use safe control when leading and standing with a horse in a public area under supervision 4.7 Use safe control when leading and standing with a horse confined in a stable or yard

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Use active listening and questioning techniques to clarify and confirm supervisor instructions • Use industry terminology to describe horses, gear and equipment used for handling horses
Navigate the world of work	• Follow workplace procedures, including work health and safety and animal welfare requirements, relating to own role and work area • Demonstrate a duty of care to self and others when working with horses
Get the work done	• Assemble resources and follow clear, sequenced instructions for handling horses under supervision

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMEQU202 Handle horses safely	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMEQU202 Handle horses safely

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual safely handled at least three different calm, consistent and obedient horses educated for the activity being performed including:

- carrying out a basic risk assessment prior to each activity, including observing and identifying horse body language
- communicating clearly with supervisor, including raising safety risks or concerns
- approaching, catching, controlling, leading, standing and tying up horses safely in at least one public space and one confined space, under supervision, including:
  - following work health and safety (WHS) procedures in the context of own work
  - applying safe horse handling techniques according to animal welfare requirements
  - fitting and correctly using horse handling gear and personal protective equipment (PPE)
- loading and unloading horses to a horse transport vehicle under supervision in a calm and humane manner.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common features of a horse, including points, colour, markings, gender, and common breeds
- basic characteristics of common horse behaviour and social traits
- features of horse body language
- communication protocols with supervisor, and procedures within the work environment
- potential hazards and risks when dealing with horses in open and confined spaces
- common types of injuries sustained by horses, handlers and others during handling activities
- safe horse handling zones

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- purpose and use of PPE and gear for handling horses
- features of defective equipment and the implications to safety
- quick release knots and methods of securing horses
- types of horse transport and common loading configurations
- difficult situations that may occur when loading and unloading horses and procedures for dealing with difficulties.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions, including open and confined spaces in suitable environments
- resources, equipment and materials:
  - various calm, consistent and obedient horses educated for the activity and assessed as suitable for the experience and skill of the individual
  - appropriate tack for individual, horse and activity
  - horse transport vehicle
  - PPE that is appropriate for activity and correctly fitted for individual
  - other people and horses in the vicinity of the assessment activity
- specifications:
  - work instructions
- relationships with others:
  - supervisor.

Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMEQU205 Apply knowledge of horse behaviour

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to develop basic knowledge of horse behaviour, read horse body language and minimise risk to self and others when interacting with horses.

The unit applies to individuals who are new or inexperienced in handling, working with and/or riding horses. Individuals at this level work under supervision.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. As requirements vary between industry sectors and state/territory jurisdictions, users must check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Equine (EQU)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify basic horse behaviour	1.1 Outline the natural instincts, sensory perceptions and social behaviour of horses 1.2 Recognise how horse senses can influence their behaviour and reactions 1.3 Identify environmental conditions that can unsettle horses 1.4 Distinguish ways horses can respond to different people and different situations
2. Observe and interpret basic body language of horses in different situations	2.1 Distinguish a range of horse body language 2.2 Recognise body language, including posture, facial features and vocalisation, indicating a horse is relaxed in its surroundings 2.3 Recognise body language, including vocalisation, posture and facial features, indicating a horse is unsettled or in a state of agitation in its surroundings
3. Examine how horses learn and respond to different handling cues	3.1 Recognise how pressure-release training works, including how horses learn to ‘go’, ‘slow’, ‘turn’ and ‘stop’ 3.2 Distinguish different ways to reward a horse 3.3 Identify a range of common cues used when handling horses 3.4 Observe how new cues are learned by the horse
4. Identify areas of personal risk around horses	4.1 Identify situations and behaviour that lead to common accidents and injuries when interacting with horses 4.2 Recognise human body language and behaviour to avoid around horses 4.3 Identify positive actions and behaviour that handlers or riders can take to minimise risks interacting with horses
5. Minimise risk to self and others around horses	5.1 Listen carefully to supervisor instructions and ask questions or raise concerns with the supervisor about the suitability of the horse selected for handling or riding 5.2 Select personal protective equipment (PPE) appropriate for tasks, fit correctly and wear during activities with horses 5.3 Assess hazards and potential risks to self, others and the horse, and take steps to minimise risks 5.4 Interpret and respond appropriately to horse body language prior to approaching, and maintain awareness of

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	horses at all times 5.5 Use body language and behaviour to achieve safe and positive responses from horses

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Use industry terminology to describe horse behaviour, body language and cues
Navigate the world of work	• Know own responsibilities and obligations when working with horses • Demonstrate a duty of care to self and others when working with horses

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMEQU205 Apply knowledge of horse behaviour	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMEQU205 Apply knowledge of horse behaviour

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has:

- observed and interpreted horse behaviour and body language of at least three different horses on separate occasions
- identified hazards and determined how to minimise risk to self and others when interacting with horses in at least three different workplace areas, environments or scenarios.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- features of horse instinct and behaviour, including:
  - social organisation, need for space and companions
  - attachment, separation anxiety
  - flight and fear responses, arousal
- features of horse senses, including vision, touch, smell, hearing and vocalisation
- how to read horse body language, including posture and body position, facial features, ears, legs and tail
- how to read horse body language to identify:
  - flight response
  - threatened or defensive behaviour
  - stress, agitation or unsettled behaviour
- situations where horse behaviour may cause harm to handlers or other horses, including:
  - approaching from a horse’s blind spot
  - around other horses

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    - leading through gateways or restricted spaces
- safe handling zones when interacting with horses
- basic features of how horses learn:
    - cues
    - repetition and reward
    - exposure to new situations and activities
- basic handling and/or riding cues that assist in the control of horses
- types of rewards used for horses, including pressure release, food, scratch and rub, and rest
- potential hazards and risks associated with interacting with horses
- strategies to minimise and control common risks associated with interacting with horses.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
    - a safe workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
    - opportunities to observe and interpret live horses displaying different behavioural states and body language in different environments.

Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMEQU210 Lunge educated horses

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to perform basic ground exercising techniques involving lungeing a calm and suitably educated horse. It covers the correct fitting of lungeing equipment, caring for horses pre- and post-exercise, and knowledge of potential safety risks interacting with and lungeing horses.

The unit applies to individuals who have no experience, limited experience or no recent experience working in horse industry sectors. They undertake defined routine activities under supervision with limited responsibility for their own work.

No licensing or certification requirements apply to this unit at the time of publication, except for the racing industry, where requirements vary between states and territories. Users working in the racing industry are advised to contact the relevant Principal Racing Authority for advice on current requirements.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

Unit of competency	Prerequisite requirement

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ACMEQU202 Handle horses safely	ACMEQU205 Apply knowledge of horse behaviour

Unit Sector

Equine (EQU)

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to lunge horse	1.1 Follow supervisor instructions, clarify information and report problems 1.2 Identify and discuss with supervisor potential safety risks in lungeing a horse 1.3 Confirm with supervisor lunge exercise schedule 1.4 Select and correctly fit personal protective equipment (PPE) 1.5 Select, check and correctly fit lunge equipment suitable for nominated horse 1.6 Select suitable lungeing area and identify and report any hazards or risks to supervisor
2. Lunge a horse	2.1 Identify and monitor horse body language and behaviour prior to starting lungeing activity 2.2 Apply basic lungeing position as instructed 2.3 Use safe lungeing progression in walk, trot and canter in both directions 2.4 Lunge horse according to work program as instructed by supervisor 2.5 Follow horse health and welfare principles during lungeing, and cease lungeing activity and report problems or abnormalities to supervisor
3. Care for horse after exercise	3.1 Cool horse down after exercise according to supervisor instructions 3.2 Remove, clean and check lungeing gear for signs of wear or damage

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.3 Report irregularities with horse or gear to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Use active listening and questioning techniques to clarify and confirm supervisor instructions • Use industry standard terminology to describe and report horse lungeing activities
Navigate the world of work	• Follow workplace procedures, including safety and animal welfare requirements, relating to own role and work area • Demonstrate a duty of care to self and others when working with horses
Get the work done	• Assemble gear and tack for task and follow clear, sequenced instructions to lunge horses

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMEQU210 Lunge educated horses	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMEQU210 Lunge educated horses

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual lunged at least three calm, consistent and obedient horses that have been educated to lunge, under supervision, including:

- carrying out basic risk assessments when preparing to lunge horses:
  - identifying hazards and risks in horse lungeing environment
  - controlling risks within own role and control
- monitoring basic horse health and welfare related to lunge exercise and reporting of abnormalities to supervisor
- selecting and fitting lunge gear to horses as directed
- using and caring for gear and equipment used for lungeing, including personal protective equipment (PPE)
- performing pre- and post-exercise lunge procedures according to stable procedures
- using horse lungeing techniques, including:
  - single lunge rein
  - lunge whip
- controlling horse during walk, trot and canter in both directions.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic horse pre- and post-lunge exercise care procedures
- common horse behaviour and management options related to lungeing
- risks associated with working with horses on the lunge
- types and indicators of horse injury related to lungeing
- horse lungeing techniques and equipment
- safe horse handling techniques and zones when lungeing.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace riding yard or arena, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - various calm, consistent and obedient horses, educated to lunge and assessed as suitable for the experience and skill of the individual
  - appropriate tack for individual, horse and lungeing activities
  - correctly fitted PPE applicable to lungeing activity for the individual.

Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMEQU301 Introduce horses to lunge exercise

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to educate a horse for lungeing exercise by introducing techniques, routines and gear, and voice commands and signals used to control and direct a horse to lunge calmly. It includes understanding the potential risks associated with interacting with horses, and the application of industry guidelines and procedures to ensure the welfare and safety of the individual and the horse.

The unit applies to individuals who have moderate experience in handling horses to be able to lunge a suitably educated, compliant and manageable horse in working environments that include round yards and fenced exercise arenas in a broad range of horse industry sectors. They undertake work in a range of known contexts; work under broad direction; take responsibility for own work, and use discretion and judgement in the selection and use of available resources.

No licensing or certification requirements apply to this unit at the time of publication, except for the racing industry, where requirements vary between states and territories. Users working in the racing industry are advised to contact the relevant Principal Racing Authority for advice on current requirements.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- ACMEQU210 Lunge educated horses.

Note the following chain of prerequisites that also applies to this unit.

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Unit of competency	Prerequisite requirement
ACMEQU210 Lunge educated horses	ACMEQU202 Handle horses safely
ACMEQU202 Handle horses safely	ACMEQU205 Apply knowledge of horse behaviour

Unit Sector

Equine (EQU)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to lunge horse	1.1 Identify and assess risks associated with lungeing horses, including horse behaviour and environmental hazards and risks 1.2 Select methods and techniques for introducing inexperienced horses to lungeing 1.3 Assess suitability of horses to be trained to lunge relevant to handler skill, and discuss with supervisor 1.4 Select appropriate personal protective equipment (PPE) and ensure correct fit 1.5 Select and check lungeing equipment and fit working gear to horse according to supervisor instructions 1.6 Select suitable lungeing area and report any hazards or risks beyond own control to supervisor prior to commencing lungeing activities
2. Lunge a horse	2.1 Apply knowledge of horse behaviour to introduce lungeing to inexperienced horses 2.2 Introduce horse to lungeing exercise using safe techniques according to supervisor instructions 2.3 Maintain safe lungeing position 2.4 Use clear and appropriate lungeing cues with horse 2.5 Use safe lungeing progression in walk, trot and canter in both

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	directions 2.6 Monitor horse health and welfare during lungeing, ceasing lungeing activity and reporting abnormalities to supervisor
3. Care for horse after lungeing	3.1 Cool horse down after exercise according to supervisor instructions 3.2 Remove, clean and check lungeing gear for signs of wear or damage 3.3 Report irregularities with horse or gear to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Use clear language, correct concepts and industry terminology to ensure clarity of meaning when reporting information and requesting assistance with lungeing activities
Navigate the world of work	• Take responsibility for following workplace procedures, including safe work, safe horse handling practices, and animal welfare requirements, in own role and work area
Get the work done	• Assemble equipment and plan and sequence lungeing activities, taking safety and risk factors into consideration • Provide and communicate solutions to a range of predictable problems associated with introducing horses to lungeing

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMEQU301 Introduce horses to lunge exercise	Not applicable	New unit	No equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMEQU301 Introduce horses to lunge exercise

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit.

There must be evidence that the individual has introduced at least two compliant and manageable horses to lungeing, including:

- identifying risks associated with lungeing horses
- selecting, fitting and introducing lungeing gear to horses
- controlling and positioning the horse during walk, trot and canter:
  - in both directions whilst safely adjusting lunge lead and whip position
  - using lunge whip and handler body position to encourage inexperienced horses to start, stop and follow the track during lunge exercise
  - using voice to control tempo and speed of inexperienced horses during lungeing exercise
  - selecting and performing lungeing techniques that encourage inexperienced horses to maintain speed, tempo, gait and position on the track
- effectively communicating with supervisor, including raising issues of concern related to lunge exercise
- monitoring basic horse health and welfare during lunge exercise and reporting abnormalities to supervisor
- applying correct care of horse and equipment after lungeing.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- safe horse handling techniques, zones and positioning techniques to encourage inexperienced horses to lunge
- types and purpose of personal protective equipment (PPE) suitable for lunge exercise
- features of a safe work area to lunge horses

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- techniques for introducing inexperienced horses to lungeing
- horse learning theory that can be applied to lungeing activities
- purpose and reasons for lungeing horses
- types, purpose, correct fit and use of horse lungeing gear
- common horse behaviour, social traits, vices and responses related to lungeing horses
- potential hazards and risks associated with lungeing horses:
  - horse behaviour
  - other horses in vicinity
  - handler skills and techniques
  - surface variations
  - area not fenced or confined
- symptoms and signs of illness and injury during and after lungeing
- styles of lunge exercise and exercise routines
- types of working gear required for lungeing horses
- types of injury that may be sustained during lunge exercise
- animal welfare practices in relation to lunge exercise.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace fenced arena or round yard, or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - various compliant and manageable horses (inexperienced in lungeing) assessed as suitable for the experience and skill of the individual
  - appropriate tack for individual, horse and lungeing activities
  - PPE, correctly fitted and applicable to lungeing exercise, for the individual.

Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMHBR310 Prevent and treat equine injury and disease

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to recognise ailments in horses and apply procedures for the prevention and treatment of equine injury and disease.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding or other horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Horse Breeding (HBR)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to treat horses	1.1 Confirm the work program with supervisor 1.2 Communicate with other workers to ensure smooth operation of the process 1.3 Select, check and maintain suitable tools and equipment, including personal protective equipment (PPE) 1.4 Assess and minimise risks in treatment areas, reporting risks beyond control to supervisor
2. Recognise and report common ailments	2.1 Schedule and conduct regular checks to detect abnormal conditions 2.2 Determine common ailments, interpreting signs of distress, elevated temperatures or skin or joint condition 2.3 Report abnormal conditions, record in workplace documentation and perform actions under supervision 2.4 Perform initial first aid procedures until professional help arrives
3. Apply disease or ailment prevention procedures	3.1 Perform stable and paddock quarantine procedures 3.2 Maintain stable hygiene practices 3.3 Conduct routine annual or outbreak stimulated vaccination of horses under supervision of the veterinary practitioner 3.4 Conduct routine drenching and skin washing procedures 3.5 Identify work hazards, assess risks and implement suitable controls while handling horses 3.6 Maintain workplace records of veterinary medication and treatment
4. Treat equine injury and disease	4.1 Use twitches, yard crush and/or other restraining devices appropriate to individual horse temperament 4.2 Administer prescribed veterinary medicines under supervision 4.3 Apply dressings and poultices according to treatment practices 4.4 Handle horses safely and ethically
5. Complete hygiene and administration	5.1 Clean and store equipment used in treating horses 5.2 Dispose of containers, leftover fluids, waste and debris according to workplace procedures 5.3 Complete records and documentation

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret key information in horse treatment programs and veterinary instructions
Writing	• Keep accurate records of horse condition, treatments and medications
Numeracy	• Measure and interpret results for temperature, pulse, respiration and capillary refill
Oral communication	• Participate in verbal exchanges to convey and obtain information about horse injury and disease prevention, and treatment programs, with a range of personnel
Navigate the world of work	• Take responsibility for following workplace procedures, including safe work, safe horse handling practices and animal welfare principles, relating to own role and work area
Interact with others	• Develop and maintain strong reporting relationships with supervisor • Support and liaise with health practitioners in prevention and treatment programs for horses
Get the work done	• Plan and sequence tasks and organise resources to complete work activities; monitoring outcomes and adjusting plans to address priorities and contingencies

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMHBR310 Prevent and treat equine injury and disease	AHCHBR306A Prevent and treat equine injury and disease	Updated to meet Standards for Training Minor changes to clarify intent of unit Code changed to reflect appropriate industry sector usage	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMHBR310 Prevent and treat equine injury and disease

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has implemented disease or injury prevention measures including performing each of the following points at least once:

- performing stable hygiene practices procedures
- disease and ailment prevention procedures
- quarantine procedures.

There must also be evidence that the individual has treated equine injury or disease for at least two horses including:

- assessing and recording vital signs of horses, including temperature, pulse, respiration and capillary refill
- handling and restraining horses for observation and treatment
- detecting and reporting signs of common ailments, ill health and injury
- treating equine injury and disease according to instructions.

When performing all of the above points there must be evidence that the individual has:

- assessed and controlled risks handling horses and in work area
- handled horses safely and ethically in a firm but calm, gentle and unhurried manner
- completed horse health and medication records in accordance with requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types and signs of common horse injuries
- types and signs of common ailments that affect horses

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- indicators that can be used to assess horse health
- signs and symptoms of:
  - abnormal or depressed appetite
  - life threatening conditions
- range of treatments that must be applied under veterinary supervision
- common horse behavioural problems
- safe and ethical horse handling techniques and restraints
- animal health and welfare principles and practices
- hygiene and environmental practices relevant to maintaining healthy horse environments
- work health and safety practices:
  - assessing and controlling risks
  - use of personal protective equipment
  - safe horse handling techniques
  - safe areas to carry out procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - various compliant and manageable horses assessed as suitable for the experience and skill of the individual
  - materials and equipment for treating horses
  - appropriate tack for individual, horse and activity
  - personal protective equipment (PPE) correctly fitted and applicable to activity for the individual
- specifications:
  - work instructions and treatment and prevention program for individual horses
  - workplace recording or reporting forms.

Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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ACMPHR401 Interpret equine behaviour

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Application

This unit of competency covers the skills and knowledge required to interpret and apply knowledge of equine ethology, cognition and learning and apply these to ensure that the behavioural needs and welfare of horses are met while maintaining a safe working environment for staff and clients.

The unit applies to individuals who have an independent or management role in the performance horse industry, and require a detailed understanding of the behavioural and ethological needs of horses to make management decisions for housing, transporting and/or training horses. It applies to all horse breeds, ages and intended uses and environments, including breeding operations, riding schools, training establishments, trail riding centres and agistment centres.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Performance Horse (PHR)

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate equine behaviour and the implications for management, handling and training	1.1 Compare and contrast differences and similarities between the behaviour of domestic horses and free-living horses 1.2 Determine the management implications of meeting innate equine behavioural needs 1.3 Identify unwanted problem behaviours in horses, including likely causes, treatment and prevention 1.4 Investigate evidence-based theories of equine learning, cognition and ethology and their application to the training and management of horses 1.5 Develop a strategy to communicate information about the behavioural problems of individual horses to workers and clients 1.6 Reinforce safe horse handling techniques and the risks associated working with and around horses to workers and clients
2. Apply knowledge of equine behaviour	2.1 Research current knowledge of equine cognition, ethology and learning relevant to the training and management of horses 2.2 Analyse and apply knowledge of equine cognition, ethology and learning to specific training methods, systems and techniques 2.3 Develop a plan to modify the behaviour of a horse to perform a specific task using knowledge of equine cognition and learning
3. Improve the welfare of horses using knowledge of horse behaviour	3.1 Analyse regulations and codes of practice that relate to the welfare of horses, and review current practices for compliance 3.2 Evaluate property and/or stable layout and the implications for horse behaviour and welfare 3.3 Plan and implement methods for housing horses in stables and paddocks that meet or exceed minimum welfare requirements and allow for behavioural needs 3.4 Evaluate management techniques against their impact on the welfare and behaviour of horses 3.5 Adjust staff policy and procedures to accommodate horse behaviour

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Access information from a range of sources to research equine behaviour • Interpret textual information to identify and select key information about equine behaviour relevant to horse welfare and work operations
Writing	• Document research findings in a logically sequenced format relevant to work environment purpose and need
Oral communication	• Use tone and language suitable for audience to effectively communicate safety issues relating to horse behaviour and handling
Navigate the world of work	• Recognise the impact of understanding equine behaviour to improve horse welfare and work environment, including promotion of safety around horses
Interact with others	• Collaborate with others contributing knowledge and skills to assist with interpreting equine behaviour
Get the work done	• Sequence and organise information to achieve improvements to the welfare of horses in the work environment • Analyse problems and risks relevant to equine behaviour in the work environment and devise strategies or plans to address • Use familiar digital systems and tools to access, analyse and present information relevant to role and work area

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMPHR401 Interpret equine behaviour	Not applicable	New unit	No equivalent unit

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Links

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Assessment Requirements for ACMPHR401 Interpret equine behaviour

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit.

There must be evidence that, on at least one occasion, the individual has:

- researched current information about:
  - equine cognition, ethology, behaviour and learning
  - current regulations and codes of practice relating to horse welfare and behaviour and work health and safety (WHS)
- accurately interpreted equine behaviour including body language, vocalisation, locomotory behaviour and interactions with other horses
- developed and implemented a strategy or plan to:
  - communicate information about the behavioural problems of individual horses to workers and clients
  - apply knowledge of equine behaviour and research findings to manage horse handling, training, transport, housing and/or husbandry
  - apply knowledge of equine cognition and learning to modify the behaviour of a horse to perform a specific task
  - apply knowledge of equine behaviour, animal welfare and WHS practices and legislative requirements to staff policies and procedures and work operations.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the evolutionary basis of horse behaviour and its impact on the behavioural needs of horses
- the behavioural needs and patterns of domestic horses, including:
  - handled and unhandled horses
  - herd behaviour

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- current research in equine cognition, ethology, behaviour and learning
- the application of research to the management, handling, housing and training of horses
- the effect of the environment, housing, handling , training and management decisions on the behaviour and welfare of horses
- work health and safety (WHS) standards, policies and procedures relevant to workplace and legislative requirements
- animal welfare standards, policies and procedures relevant to workplace and legislative requirements.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - access to live horses to observe behaviour
  - technology to access information, and/or sources of current information on equine behaviour
- specifications:
  - workplace and staff policies and procedures in which to add equine behaviour.

Training and assessment strategies must show evidence of the use of guidance provided in the Companion Volume: *User Guide: Safety in Equine Training.*

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMPHR402 Manage horses to meet performance horse sport requirements

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Application

This unit of competency covers the skills and knowledge required to plan for and participate in various performance horse sports. It includes complying with sport rules and regulations; presenting horses in a range of disciplines; undertaking competition day duties; participating in industry inquiries, protests and appeals; and managing related documentation and records.

The unit applies to individuals with moderate horse handling skills who are responsible for the management of competition and performance horses competing in recognised equestrian competitions. Equestrian performances range from Olympic sports of dressage, show jumping and evening, to other sports including camp drafting, cutting, showing, polocrosse, pony club competitions, endurance riding, western disciplines, and working equitation.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Performance Horse (PHR)

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Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate horse sport opportunities	1.1 Identify and analyse competitive performance horse sports and their governing body structures 1.2 Develop business goals for participating in performance horse sports 1.3 Determine the suitability of horse breeds for performance horse sports 1.4 Complete horse suitability check for nominated horses, and assess risks associated with the horse and/or sport event
2. Apply relevant rules, regulations and responsibilities related to training and competing performance horses	2.1 Identify the relevant discipline and government rules and regulations pertaining to the training and competing of performance horses 2.2 Implement and comply with the identified training and competitor regulations and obligations 2.3 Implement and comply with the relevant regulations and obligations relating to security of premises, horses and medications 2.4 Implement and comply with the relevant regulations relating to animal welfare, biosecurity and safe handling and riding practices
3. Organise performance horse transport	3.1 Select sport-specific transport methods according to individual horse needs and workplace requirements 3.2 Develop transportation strategy within legislative responsibilities and codes of practice requirements 3.3 Organise timely and safe transportation of horses
4. Manage horse presentation for competition	4.1 Determine the appropriate presentation requirements for the sport or competition 4.2 Select and maintain tack and equipment to meet competition requirements 4.3 Implement a strategy to prepare and present horses
5. Perform the competition day duties of a trainer and/or competitor	5.1 Organise staff to assist with competition and travelling 5.2 Use effective communication skills when dealing with competition staff and event personnel 5.3 Compete or support competitor in showing or competing horses within the rules and regulations of the discipline

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	5.4 Organise the care of horses before and after competitions
6. Comply with competition procedures, rules and regulations	6.1 Identify and comply with competition entry and participation criteria to ensure compliance with the rules of entry and competition 6.2 Identify the functions of judges and officials at competitions, and communicate relevant details to staff 6.3 Comply with sport drug, medication and withholding rules for horses 6.4 Present horses for drug testing according to competition procedures, rules and regulations
7. Participate in protests, inquiries and appeals	7.1 Gather, organise and present relevant information for a protest, inquiry and appeal 7.2 Observe and comply with the rights, responsibilities, rules and regulations of protests, inquiries and/or appeals

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret textual information in formal competition procedures, rules and regulations • Identify key information relevant to horse sport in a wide range of documents, including contracts, horse evaluation reports and horse records
Writing	• Accurately complete application and other forms required by the horse sport • Compose clear and logically structured written responses to protests, inquiries and/or appeals
Numeracy	• Calculate costs and resource requirements associated with participating in the horse sport
Oral communication	• Participate in verbal exchanges using language appropriate for a range of personnel, including clients, contractors, staff, judges and officials

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Skill	Description
Navigate the world of work	• Recognise, follow and adhere to explicit and implicit protocols, rules and regulatory responsibilities related to own work
Interact with others	• Follow accepted communication practices and protocols in managing horse sport activities • Collaborate and cooperate with others to achieve joint outcomes relevant to the horse sport activity
Get the work done	• Plan, sequence and schedule multiple activities required for horse sport, and monitor implementation, making adjustments as necessary • Assess and control risks and regulations associated with horse sport activities in own role and work area • Use familiar digital systems and tools to access, analyse, record and present information relevant to horse sport activity

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMPHR402 Manage horses to meet performance horse sport requirements	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMPHR402 Manage horses to meet performance horse sport requirements

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has planned, organised and participated in at least one performance horse sport event, involving fit competition horses, including:

- researching, interpreting and complying with competition and sport rules, regulations and requirements, horse breed characteristics, equipment, medication and attire rules
- assessing and controlling risks associated with horse sport activity within own role and work area
- managing health and welfare of performance horse before, during and after competitions, including during transport
- handling horses safely and humanely according to industry practices and legislative requirements for:
  - work health and safety (WHS)
  - animal welfare
  - biosecurity
  - sustainability
- organising equipment and using tack humanely and safely according to relevant sport regulations
- managing horse presentation for competition, including preparing and turning out individual horses to meet sport-specific requirements
- performing the competition day duties of a trainer and/or competitor
- participating in protests, inquiries and appeals.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- horse sports and performance opportunities relevant to the specific breed, business or requirements of clients
- the timing, qualification requirements and locations of competition opportunities relevant to business goals or client requirements
- sport and breed governing bodies, structure and function relevant to competition requirements, including:
  - eligibility to compete
  - breed standards
  - qualification requirements
  - roles of officials and judges
  - disciplinary, protest and appeal procedures
- details of competition rules and regulations relevant to the sport or discipline, including:
  - tack and equipment
  - withholding periods
  - administration of medication
  - presentation and dress standards
  - horse requirements
- horse breeds and performance characteristics
- criteria for determining horse suitability for specific activity, including indicators of when the horse is not fit for current or further competition
- horse health and welfare standards and procedures
- equine transport options and the effect of transport on equine health and welfare
- sports psychology principles relevant to sport competition
- key requirements of current standards, policies and procedures, and legislation relevant to horse sports:
  - WHS
  - animal welfare, including current Prevention of Cruelty to Animals Acts
  - environmental management
  - biosecurity.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions in a real horse sport setting
- resources, equipment and materials:
  - live, compliant and manageable horses that have been assessed as suitable for the riders involved in the horse sport
  - appropriate tack for individual, horse and competition activity
  - personal protective equipment correctly fitted and appropriate for activity for riders
  - transport for horses

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- technology to access, prepare and present information
- specifications:
  - sources of current information on competition rules, and current WHS, animal welfare, environmental management and biosecurity practices and regulations.

Training and assessment strategies must show evidence of the use of guidance provided in the Companion Volume: *User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMPHR403 Evaluate equine training methodologies

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Application

This unit of competency covers the skills and knowledge required to review, evaluate and select specific training methodologies or techniques to achieve stated training and performance goals within welfare, workplace and safety requirements. It involves in-depth knowledge of a range of training methodologies and techniques relevant to the discipline or sport in which the horse is to be trained.

The unit applies to individuals who have responsibility for overseeing or implementing training programs for horses to achieve identified goals and meet workplace needs in any performance or leisure horse discipline. It covers a range of work environments, including stables, paddocks, yards, exercise arenas and public areas; and is relevant to a wide range of horse breeds, ages and uses, including high performance, young, breeding, pleasure horses and retired horses.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Performance Horse (PHR)

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine training needs	1.1 Assess the training and education needs of individual horses relevant to the sport or discipline 1.2 Identify factors that may impact on horse ability to progress through a training program 1.3 Assess the requirements and capabilities of riders, drivers or handlers to achieve training outcomes, considering safe horse handling and riding techniques at all times 1.4 Determine specific training program goals and develop a timeline to achieve these goals
2. Select and implement training program	2.1 Review potential training methodologies and techniques relevant to the identified training needs of the horse 2.2 Evaluate identified training methodologies for efficacy, humaneness, cost and suitability to meet horse and workplace needs 2.3 Select a training program to meet identified goals, horse and workplace needs 2.4 Determine resources required to implement the training program 2.5 Identify industry training specialists for use in the training program, and evaluate on the basis of credibility, experience and humaneness 2.6 Develop and oversee the implementation of the program in consultation with industry specialists
3. Evaluate training program outcomes	3.1 Monitor and record horse progress through the training program 3.2 Evaluate horse progression through the program, and assess training outcomes against training program goals 3.3 Adjust the training program and implement changes as necessary

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• Access information about current training methodologies from a range of sources • Interpret textual information to identify and select key information about training methodologies relevant to work context
Writing	• Produce logically sequenced written training documentation, schedules and/or plans relevant to work context, purpose and need
Numeracy	• Calculate costs and charges and schedule timelines related to training plans
Navigate the world of work	• Recognise, follow and comply with standards, rules and regulatory requirements related to evaluating horse training methodologies • Recognise the impact of training methodologies on improving horse performance
Interact with others	• Follow accepted communication practices and protocols when dealing with a range of equine industry personnel • Collaborate and cooperate with others to achieve joint outcomes relevant to work activity
Get the work done	• Review a range of information to inform and assess options for improving horse training programs, taking into consideration a range of relevant factors • Coordinate multiple activities and resources to achieve work outcomes • Use familiar digital systems and tools to access, analyse, record and present information relevant to evaluating methodologies for horse training

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMPHR403 Evaluate equine training methodologies	Not applicable	New unit	No equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMPHR403 Evaluate equine training methodologies

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has researched, selected, implemented and evaluated at least two training programs for different performance horses, including:

- researching current information relevant to equine training methodologies, equine cognition, ethology, behaviour and learning
- accurately interpreting equine behaviour, including body language, vocalisation, locomotory behaviour and interactions with other horses
- assessing the current state of education and physical readiness of horses to undergo training
- identifying the current horse-related skills and knowledge of clients or riders
- determining the training program goals
- evaluating possible training methodologies and outcomes against knowledge of:
  - current practices in safe horse handling and training
  - equine behaviour, health and welfare
  - equine anatomy, physiology and biomechanics
  - horse learning theory principles and ethology
- selecting training program to meet identified goals as well as horse and workplace needs
- determining resource requirements to meet training program goals
- overseeing delivery of the training program
- evaluating horse responses to, and outcomes of, training program.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- equine anatomy, physiology and biomechanics
- equine behaviour, including body language, vocalisations, locomotory behaviour

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- equine cognition and ethology
- learning theory principles and implementation
- equine health and welfare
- training methodologies, including underpinning assumptions, evidence base, credibility, effectiveness and humaneness
- skills required of riders, drivers or handlers to safely interact with their horse to meet identified goals
- techniques for assessing:
  - horse suitability for riders, drivers or handlers
  - hazards and risks associated with training programs
- equipment, tack and resource requirements
- current research in equine training, cognition, learning and behaviour
- industry specialists relevant to the sport or discipline
- key requirements of standards, policies and procedures and legislation for:
  - work health and safety
  - animal welfare, including current Prevention of Cruelty to Animals legislation.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - live horses to use for observation of behaviour and to determine the training they need
  - technology to access information, and/or sources of current information on training methodologies
- specifications:
  - guidelines for preparing training plans and assessing risk and horse suitability.

Training and assessment strategies must show evidence of the use of guidance provided in the Companion Volume: *User Guide: Safety in Equine Training.*

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMPHR407 Implement an equine facility maintenance, improvement and management program

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge to manage, improve and maintain the resources of an equine industry property and determine a management strategy for the facility covering all resources within the financial limitations of the business.

The unit applies to individuals who have responsibility for the management and maintenance of horse organisations such as training and breeding establishments, riding schools and agistment centres.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Performance Horse (PHR)

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Audit the condition of existing resources and infrastructure of the property	1.1 Identify the natural and built resources and infrastructure necessary to conduct the operations of the organisation to meet business goals 1.2 Conduct an audit of the condition and suitability of existing natural and built resources and infrastructure on the property to meet operational needs, business goals and work health and safety requirements 1.3 Identify resources that require upgrading, renewal or construction, and prioritise the list according to organisation operations, environmental and safety obligations and business goals
2. Analyse the current use and maintenance of existing property resources	2.1 Analyse the effectiveness and efficiency of the current use of the existing natural resources to meet operational needs, environmental obligations and business goals 2.2 Assess the effectiveness and efficiency of the current use of the existing infrastructure and machinery resources to meet operational needs, environmental obligations and business goals 2.3 Analyse the effectiveness and efficiency of the current use of labour resources to meet operational needs and business goals 2.4 Assess the effectiveness of and expenditure on maintenance of existing resources and facilities 2.5 Identify and prioritise specific areas for improvement in the use and maintenance of existing resources to meet operational needs and business goals
3. Analyse the environmental, economic and planning constraints and their effect on the planning process	3.1 Determine the economic parameters for the maintenance and development of the property 3.2 Undertake a cost-benefit analysis of making identified improvements to resources or maintenance schedules to meet business goals 3.3 Assess the potential environmental impacts of the proposed improvements or changes to maintenance activities 3.4 Identify the federal, state and local planning laws and codes that have jurisdiction over the property 3.5 Develop a costed property improvement and maintenance plan that considers financial, labour,

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	ongoing maintenance, legal and environmental requirements to meet operational needs and business goals
4. Implement property improvement and maintenance plan	4.1 Develop a schedule with specific timelines to implement the plan within nominated budget, labour and resourcing parameters 4.2 Design and develop site plans for proposed changes to the layout of the property in accordance with improvement plan 4.3 Identify, prioritise and schedule the tasks associated with managing and maintaining the natural resources of the property 4.4 Engage contractors to complete specialist construction works or maintenance activities nominated in improvement plan 4.5 Monitor and evaluate progress of plan implementation against plan goals and schedule 4.6 Adjust the implementation of the plan to meet operational needs or business goals 4.7 Train staff in tasks required to implement improvements or conduct maintenance activities
5. Establish recordkeeping procedures to assist in the management of resources	5.1 Identify, select or create a recordkeeping system to meet operational needs and business goals 5.2 Identify and keep records required for competition horse facilities 5.3 Create and implement an inventory for property, machinery, equipment and tack and feed resources
6. Manage the maintenance of plant and equipment	6.1 Ensure that all plant and equipment used on the property is safe and serviceable according to manufacturer specifications 6.2 Implement a maintenance schedule for plant and equipment 6.3 Access specialist advice and repair to plant and equipment according to organisation practices 6.4 Follow procedures for safe storage, application and

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	disposal of chemicals and hazardous substances 6.5 Train staff in the procedures for the inspection and safe maintenance of plant and equipment, and safe storage and disposal of chemicals
7. Manage the maintenance of gear and tack	7.1 Ensure that all gear and tack used on the property is safe and serviceable, according to relevant work health safety and animal welfare regulations 7.2 Access specialist advice regarding maintenance, suitability and appropriateness of gear and tack according to organisation practices 7.3 Implement and monitor adherence to maintenance schedule for gear and tack 7.4 Train staff in the procedures for the inspection and safe maintenance of gear and tack 7.5 Maintain accurate records relating to the maintenance of all gear and tack

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Review a range of textual and numerical information from a variety of sources to identify key details, make judgements and determine work requirements
Writing	• Produce logically sequenced and structured written documents, plans or schedules
Numeracy	• Analyse financial data and costs relating to budgets • Calculate and adjust timelines in schedules or plans
Navigate the world of work	• Take responsibility within own role for maintaining and managing facilities and property to meet organisational goals and comply with regulatory requirements, including work health and safety and animal welfare

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Skill	Description
Interact with others	• Select and use appropriate written and verbal communication practices to train staff and oversee others in work area
Get the work done	• Plan and sequence multiple tasks and prioritise on the basis of financial constraints, operational needs and business goals • Assess and control risks and reflect on approaches taken within own role and work area • Use familiar workplace technologies and systems to access, prepare and communicate information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMPHR407 Implement an equine facility maintenance, improvement and management program	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMPHR407 Implement an equine facility maintenance, improvement and management program

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has implemented at least one equine facility maintenance, improvement and management program, including:

- conducting an audit of the condition and suitability of property resources to identify and prioritise safety issues and resources requiring upgrading, renewal or construction
- researching planning, legal and government regulations relevant to maintaining or modifying the use of infrastructure on the property
- analysing efficiency, effectiveness and cost benefits of resources and labour
- developing a costed property improvement and maintenance plan and schedule, considering financial, labour, ongoing maintenance, legal and environmental requirements to meet operational needs and business goals
- developing an inventory of property, machinery, equipment and tack and feed resources and associated recordkeeping procedures
- supervising and training staff in maintenance activities and safe work practices
- supervising the activities of contractors and suppliers
- adhering to regulatory and workplace procedures and practices relevant to role and property management activities for:
  - animal welfare
  - work health and safety (WHS)
  - biosecurity
  - environment and sustainability.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- specific infrastructure, labour, natural resources, equipment, machinery and tack required to support the operational needs and business goals of the organisation
- economic, legal and environmental parameters relevant to planning and the implementation of property improvement or maintenance activities
- recordkeeping requirements and systems
- relevant training needs, courses and qualifications required of staff
- contractor and supplier services and overview of costs
- industry standard maintenance procedures for the maintenance and service of gear, tack, plant and equipment to comply with relevant work health safety, sport and other legislative requirements
- regulations pertaining to plant, equipment and property and appropriate standards and codes regarding structures to contain horses
- key requirements of WHS regulations and guidelines relating to:
  - risk assessment, control and review
  - due diligence for staff and other personnel
  - safe horse handling techniques
  - handling, storage and disposal of chemicals
  - personal protective equipment including correct use, storage and maintenance, and replacement requirements
- key requirements of biosecurity standards, relevant to horse disease and hygiene standards
- key requirements of animal welfare standards, policies and procedures relevant to the safe, humane and ethical care and housing of horses
- key requirements of environmental and sustainability standards, policies and procedures relevant to equine facilities and properties.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions, which includes natural resources such as paddocks, native vegetation and water sources, as well as live horses, plant and machinery
- resources, equipment and materials:
  - workplace technology for accessing and preparing information
- specifications:
  - information about property facilities and resources, and costs to develop plans, schedules and budgets
- relationships (internal and/or external):
  - staff to train and other personnel to coordinate.

Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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ACMPHR503 Evaluate performance horse conformation

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Application

This unit of competency describes the skills and knowledge required to assess the conformation of horses for various performance horse sports. It covers the implications of conformation on performance and the development of corrective measures and action plans for young horses to minimise future problems.

The unit applies to individuals who have managerial responsibilities within performance horse training and breeding organisations for selecting horses for various performance horse sports. They work independently within organisational guidelines, applying extensive knowledge of horse conformation and industry skills to achieve outcomes.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Performance Horse (PHR)

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Research key features of horse conformation	1.1 Analyse and report on the conformation of horses using objective, standard conformation terminology 1.2 Observe and identify desirable conformation of horses relevant to breed standard or performance discipline 1.3 Observe and identify unsoundness and blemishes of horses 1.4 Identify the essential elements of the movement of the horse relevant to breed standard and performance discipline 1.5 Design and apply conformation and movement selection criteria indices when assessing horses
2. Analyse the relationship of conformation to specific performance horse sports	2.1 Establish ideal sport-specific conformation according to sport or sector guidelines 2.2 Apply ideal sport-specific conformation to horse selection procedures according to organisation guidelines 2.3 Identify undesirable sport-specific conformation traits, and determine the implications of these traits on performance 2.4 Implement strategies to resolve or manage undesirable conformation traits to reduce negative impacts on performance horses
3. Assess conformation in young horses and develop correction plan	3.1 Assess and report on the conformation of foals using standard conformation terminology 3.2 Assess and report on foal and young horse conformation against established breed and sport standards 3.3 Identify undesirable characteristics of foal and young horse conformation
4. Develop conformation correction plan for young horses	4.1 Develop corrective action plan to rectify undesirable characteristics in consultation with industry professionals 4.2 Ensure strategies in corrective action plan meet organisation objectives and comply with animal welfare and work health and safety requirements

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Undertake independent research to access key information on horse conformation and requirements of performance horse sports • Analyse written information in a range of technical veterinary and/or scientific reports
Writing	• Collate data and observations for monitoring, reviewing and reporting on horse conformation
Navigate the world of work	• Take responsibility for complying with regulatory requirements including work health and safety and animal welfare within own role and area of work • Follow safe, ethical and humane horse handling industry practices
Interact with others	• Use industry concepts, terminology and protocols for communicating with a variety of people in undertaking work
Get the work done	• Plan and sequence strategies for analysing, researching and correcting horse conformation • Analyse problems and risks, devise solutions and reflect on approaches taken relevant to evaluating performance horse conformation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMPHR503 Evaluate performance horse conformation	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMPHR503 Evaluate performance horse conformation

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has observed, examined and evaluated the conformation of at least three horses, including at least one foal or other young horse, including:

- handling horses safely and humanely during examinations and observations
- reporting on the conformation of horses covering:
  - desirable and undesirable conformational features
  - requirements of established breed and sport standards
- developing corrective action plans to manage undesirable characteristics and rectify conformation traits of individual horses
- using health care practices, including bandaging and hoof care as part of corrective action strategies
- complying with regulatory requirements and workplace and industry procedures and practices relevant to role and evaluating performance horse conformation, including:
  - animal welfare and prevention of cruelty to animals
  - work health and safety.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- techniques for analysing horse conformation
- desirable and undesirable conformation characteristics of horses
- performance horse breeds and conformation characteristics
- breed conformation standards of excellence
- industry standard conformation terminology
- performance horse sports and requirements

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- normal and abnormal features of horse gaits and movement
- features of unsoundness and blemishes in horses and foals
- veterinary procedures for correcting abnormal conformation, including for young horses
- farriery procedures for correcting abnormal conformation, including for young horses
- key features of horse husbandry practices
- key requirements of work health and safety regulations and guidelines relating to:
  - risk assessment, control and review
  - safe horse handling techniques
  - personal protective equipment (PPE)
- key requirements of animal welfare standards, policies and procedures relevant to the safe, humane and ethical care of horses.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - various live horses, including foals and young horses – note that young horses can be less compliant and highly reactive, and should be assessed as suitable for the experience and skill of the individual
  - materials and information about horse conformation, or technology to access the information.

Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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ACMPHR505 Manage fitness in performance horses

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Application

This unit of competency covers the knowledge and skills required to assess options, design strategies and manage conditioning programs for horses. It includes monitoring horse responses to conditioning and competition schedules, responding to problems, and managing spelling and return-to-work periods.

This unit applies to individuals who have management responsibilities in professional horse businesses, working independently and in conjunction with others within organisational guidelines. They have extensive knowledge of horses in a wide range of situations and may have responsibility for highly valuable animals.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Performance Horse (PHR)

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess the physiological and structural adaptations of the musculoskeletal system of horses to conditioning	1.1 Identify the anatomical and physiological effect of conditioning regimes on adaptations in major body systems of horses 1.2 Assess structural differences in physical appearance and muscling between conditioned and unconditioned horses 1.3 Determine strategies and techniques to use for conditioning horses
2. Assess changes to the cardiovascular and respiratory systems in response to conditioning	2.1 Arrange for blood tests to be taken and analysed for indicators of fitness and response to training, in consultation with veterinary experts 2.2 Use heart rate monitors or stethoscopes, using safe horse handling techniques, to evaluate horse fitness and response to training 2.3 Monitor and record heart rate pre- and post-exercise to determine the impact of exercise and competition, and to track changes in fitness 2.4 Measure and record respiratory rates following exercise to evaluate the impact of exercise and track changes in fitness 2.5 Investigate training and conditioning techniques to improve lung function and gas exchange efficiency, and apply where appropriate
3. Monitor and evaluate physiological outcomes of conditioning and exercise programs	3.1 Determine and document conditioning and fitness goals 3.2 Monitor and adapt program on a regular basis to ensure short- and long-term goals are achieved 3.3 Develop and implement a training and conditioning program to achieve required physiological adaptations 3.4 Identify and manage exercise-related illness and injury
4. Evaluate contribution of feed sources on energy production in exercising horses	4.1 Evaluate nutrient sources for their potential contribution to the energy needs of the horse relative to exercise regime, intensity and duration 4.2 Evaluate nutritional supplements suitable for inclusion in the diet of horses undergoing a fitness program
5. Manage fatigue in horses	5.1 Identify causes of fatigue in exercising horses and develop measures to prevent or manage fatigue during training and competition 5.2 Identify the signs and effects of fatigue, and develop measures to minimise harm to the horse

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
6. Monitor and manage thermoregulation efficiency in exercising horses	6.1 Develop and implement strategies to prevent over-heating during the training and competition schedule 6.2 Identify the signs of over-heating in horses and take appropriate and rapid measures to provide relief 6.3 Ensure that horses are kept appropriately hydrated during exercise, travel and competition 6.4 Identify the signs of dehydration in horses and take appropriate and rapid measures to provide relief
7. Manage spelling and resumption of work in performance horses	7.1 Incorporate planned periods of rest into the design of training and competition schedules 7.2 Arrange rest or spelling periods to minimise loss of fitness 7.3 Develop and implement strategies to manage the transition from work to spelling 7.4 Monitor the health and welfare of horses being spelled

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Extract and interpret technical information relating to horse fitness and conditioning in veterinary reports, test results and progress reports
Writing	• Prepare written conditioning programs and specifications for individual horses using clear language, accurate industry terminology and logical structure
Numeracy	• Interpret health and conditioning data, including trends in heart rate responses and performance against goals or industry norms • Measure and calculate ration formulations, and speeds and distances travelled, in horse records
Navigate the world of work	• Take responsibility for complying with regulatory requirements, including work health and safety and animal welfare, within own role and area of work

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Skill	Description
	• Follow safe, ethical and humane horse handling industry practices
Interact with others	• Select and use appropriate communication protocols and conventions when seeking or sharing information with others
Get the work done	• Organise and plan sequential programs for multiple horses; monitoring actions against stated goals, and adjusting plans and resources in response to changing conditions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMPHR505 Manage fitness in performance horses	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

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Assessment Requirements for ACMPHR505 Manage fitness in performance horses

Modification History

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has managed the fitness and conditioning programs for a workplace, including at least two horses requiring different conditioning requirements, including:

- handling horses safely and fitting appropriate equipment and tack, including heart rate monitors or stethoscopes
- developing and adapting a sequential conditioning program to achieve nominated exercise or competition goals for the horse
- taking and recording vital signs and other relevant health and welfare indicators
- measuring and evaluating the physical condition of the horse to assess adaptation to conditioning program
- administering medications and nutraceuticals including but not limited to oral electrolyte drenches
- recording, monitoring, and managing health issues related to exercise, including soft tissue injuries, fatigue, overheating, dehydration
- complying with regulatory requirements and workplace and industry procedures and practices relevant to role and managing fitness in performance horses, including:
  - animal welfare and prevention of cruelty to animals
  - work health and safety.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key features of anatomy and physiology of horse body systems
- key features of exercise physiology, including adaptations of horse body systems to exercise
- equine body condition scoring systems

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- basic principles of chemistry relating to performance fitness
- basic principles of biology relating to performance fitness
- normal and abnormal blood test parameters relevant to exercise
- equipment relevant for implementing a conditioning program, including:
  - heart rate monitors
  - tack and protective equipment
- performance horse conditioning techniques and methods
- common horse health problems and injuries related to exercise
- risk factors for the development of exercise-related injuries and disease
- features of thermoregulation
- feed, supplements and nutraceuticals relevant to maintaining the health and welfare of exercising horses
- sites and mechanisms of feed digestion
- key requirements of work health and safety regulations and guidelines relating to:
  - risk assessment, control and review
  - safe horse handling techniques
  - personal protective equipment
- key requirements of animal welfare standards, policies and procedures relevant to the safe, humane and ethical care of horses.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - various live horses assessed as suitable for the experience and skill of the individual
  - materials and information about horse conditioning programs, or technology to access the information
  - appropriate tack for individual, horse and conditioning activity
  - personal protective equipment (PPE) correctly fitted and applicable to activity for the individual

Training and assessment strategies must show evidence of the use of guidance provided in the Companion Volume: *User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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AHCBUS506A Develop and review a business plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing and reviewing a business plan and defines the standard required to: set strategic goals, targets and directions for the enterprise; determine clear and measurable indicators of operational performance; identify and design risk management and mitigation strategies; develop appropriate operational plans; document the business plan; monitor the business plan to identify strengths, weaknesses and areas for improvement.

Application of the Unit

Application of the unit	This unit applies to those whose role is to set the short, medium or long term goals and targets for the business plan and may relate to marketing and production targets, resource and asset development and management, acquisitions, capital, property improvements, and operational systems.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine scope	1.1. Scope of the business plan and associated systems is determined in consultation with key and specialist personnel. 1.2. Accurate information is accessed to inform business plan development. 1.3. Trends and seasonal variations are accounted for and incorporated into the business plan. 1.4. Strategic goals, targets and directions of the enterprise are accounted for in the development of the business plan. 1.5. Legal obligations are understood and complied with in developing the business plan.
2. Prepare business plan	2.1. Operational goals and targets that enhance opportunities to meet the enterprise strategic plan are developed. 2.2. Supply chains are identified and incorporated into the business plan. 2.3. Risk management needs are identified and addressed within the business plan. 2.4. Trial systems are incorporated in order to test budgetary impact and operational potential prior to full implementation of the business plan. 2.5. Indicators of operational performance are clear and measurable and allow for realistic analysis of

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ELEMENT	PERFORMANCE CRITERIA
	performance.
3. Document and review business plan	3.1. Fiscal and operational systems that enhance performance management and suit enterprise requirements are included. 3.2. Resource considerations are incorporated into the business plan. 3.3. Business plan is accurately documented and clearly communicated to all relevant parties. 3.4. Performance against the business plan is monitored to identify strengths, weaknesses and areas for improvement. 3.5. Recommendations to improve the business plan and associated systems are made as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• set realistic goals • operate manual and/or electronic commercial systems • consider and evaluate alternatives • develop and manage supply chains • design performance criteria, and operational and tactical plans that are incorporated into a business plan • analyse information and results • identify and design risk management and mitigation strategies • identify and design appropriate operational plans • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental

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REQUIRED SKILLS AND KNOWLEDGE
abilities.
Required knowledge
• budgeting • forecasting • relevant industrial awards and agreements • communication techniques • risk management factors and priorities • indicators of operational performance • the fiscal and operational systems, and the resource considerations, that are relevant to business planning • logical and analytic methods • profit and loss and cash flow systems • working knowledge of environmental, OHS, industrial relations, taxation, corporate and industry legislation as they relate to the enterprise • capital investment analysis.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence in developing and reviewing a business plan requires evidence that demonstrates ability to scope the business plan and determine key objectives and targets. The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • set strategic goals, targets and directions for the enterprise • determine clear and measurable indicators of operational performance • identify and design risk management and mitigation

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EVIDENCE GUIDE	
	strategies • develop appropriate operational plans • document the business plan • monitor the business plan to identify strengths, weaknesses and areas for improvement.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Business plans may include:	• the goals and targets for the business plan which may be short, medium or long term and may relate to marketing and production targets • resource and asset development and management, acquisitions • capital • property improvements • operational systems.
Operational goals and targets may include:	• link directly to the enterprise strategic plan and also to Occupational Health and Safety (OHS), environment, quality and customer/market satisfaction key result areas.

Unit Sector(s)

Unit sector	Business

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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BSBADM307 Organise schedules

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage appointments and diaries for personnel within an organisation, using manual and electronic diaries, schedules and other appointment systems.

It applies to individuals employed in a range of work environments who provide administrative support to teams and individuals.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Establish schedule requirements	1.1 Identify organisational requirements and protocols for diaries and staff planning tools 1.2 Identify organisational procedures for different types of appointments 1.3 Determine personal requirements for diary and schedule items for individual personnel 1.4 Establish appointment priorities and clarify in discussion with

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ELEMENT	PERFORMANCE CRITERIA
	individual personnel
2 Manage schedules	2.1 Identify recurring appointments and deadlines, and schedule these in accordance with individual and organisational requirements 2.2 Establish availability of attendees, and schedule new appointments in accordance with required timelines and diary commitments 2.3 Negotiate alternative arrangements and confirm when established appointments are changed 2.4 Record appointments and manage schedules in accordance with organisational policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4	• Interprets textual information from a range of sources and identifies relevant information
Writing	2.1-2.4	• Uses clear and succinct language to complete and update workplace documentation
Oral Communication	1.1, 1.3, 1.4, 2.3	• Participates effectively in spoken interactions using listening and questioning techniques to confirm and clarify understanding
Numeracy	2.1, 2.2	• Makes time estimations and checks logistics when scheduling appointments
Navigate the world of work	1.1, 1.2, 2.1, 2.4	• Recognises and responds to explicit and implicit organisational procedures and protocols
Interact with others	1.3, 1.4, 2.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates and negotiates with others to achieve agreeable outcomes
Get the work done	1.1, 1.3, 1.4, 2.1, 2.2, 2.4	• Plans a range of routine tasks accepting goals and aiming to achieve them according to predetermined

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		deadlines • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Takes responsibility for routine low-impact decisions within familiar situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM307 Organise schedules	BSBADM307B Organise schedules	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM307 Organise schedules

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- appropriately manage the schedules of various individuals through a process of careful planning and negotiation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, standards and codes that affect aspects of business operations or the achievement of team goals
- describe organisational requirements for managing appointments for personnel within the organisation
- summarise the range of appointment systems that could be used
- outline important considerations when managing the schedules of others.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- office equipment and resources
- a range of diaries, planners and calendars to record and schedule appointments.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM311 Maintain business resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their basic maintenance to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Advise on resource requirements	1.1 Calculate estimates of future and present business resource needs in accordance with organisational requirements 1.2 Ensure advice is clear, concise and relevant to achieve organisational requirements 1.3 Provide information on the most economical and effective choice of equipment, materials and suppliers

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify resource shortages and possible impact on operations
2 Monitor resource usage and maintenance	2.1 Ensure resource handling is in accordance with established organisational requirements including occupational health and safety requirements 2.2 Use business technology to monitor and identify the effective use of resources 2.3 Use consultation with individuals and teams to facilitate effective decision-making on the appropriate allocation of resources 2.4 Identify and adhere to relevant policies regarding resource use in the performance of operational tasks 2.5 Routinely monitor and compare resource usage with estimated requirements in budget plans
3 Acquire resources	3.1 Ensure acquisition and storage of resources is in accordance with organisational requirements, is cost effective, and consistent with organisational timelines 3.2 Acquire resources within available timelines to meet identified requirements 3.3 Review resource acquisition processes to identify improvements in future resource acquisitions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 2.4, 2.5, 3.3	• Identifies and interprets information from a range of sources, including organisational policies and procedures
Writing	1.1, 1.3, 2.2, 2.5, 3.3	• Uses clear and succinct language and appropriate layout to provide information, advice and support materials
Oral Communication	1.2, 1.3, 2.3	• Presents information or advice choosing language appropriate to the context and needs of the audience • Uses active listening and questioning to confirm

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		understanding
Numeracy	1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 3.1-3.3	• Selects and uses appropriate tools to aid with estimation and other resource assessment requirements • Uses a combination of mainly informal and some formal written mathematical equations to represent the outcomes of the resource allocation process
Navigate the world of work	1.1, 1.2, 2.1, 2.4, 3.1, 3.2	• Takes some personal responsibility for adherence to organisational procedures and protocols
Interact with others	2.3	• Uses collaborative techniques to engage personnel in consultations and negotiations
Get the work done	1.1, 1.3, 1.4, 2.2, 2.5, 3.3	• Plans a range of routine tasks and required resources, accepting goals and aiming to achieve them within allocated timeframes • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Understands the purpose and some specific functions of some common digital tools used in work contexts • Evaluates effectiveness of decisions in terms of how well they met stated goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM311 Maintain business resources	BSBADM311A Maintain business resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM311 Maintain business resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect and record data on resource use
- observe resource use over defined and operational timeframes
- perform routine resource maintenance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list the key provisions of relevant legislation
- identify the organisational resource acquisition policies, plans and procedures
- identify the organisational procedures for record keeping/filing systems, security and safe recording practices.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM405 Organise meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation.

It applies to individuals employed in a range of work environments who are required to organise a variety of meetings. They may provide administrative support within an enterprise, or have responsibility for these tasks in the context of a particular team, workgroup or project.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Make meeting arrangements	1.1 Identify the type of meeting being organised and its purpose 1.2 Identify and comply with any legal or ethical requirements 1.3 Identify requirements of the meeting and its participants 1.4 Make meeting arrangements in accordance with meeting and participants requirements 1.5 Advise participants of meeting details

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ELEMENT	PERFORMANCE CRITERIA
2 Prepare and distribute documentation for meetings	2.1 Prepare notice of meeting, agenda and meeting papers in accordance with meeting requirements 2.2 Check documentation for accuracy and correct any errors 2.3 Distribute documentation to participants within designated timelines 2.4 Prepare spare sets of documents
3 Record and produce minutes of meeting	3.1 Take notes with the required speed and accuracy to ensure an accurate record of the meeting 3.2 Produce minutes that reflect a true and accurate account of the meeting 3.3 Check minutes for accuracy and submit for approval by the nominated person 3.4 Dispatch copies of minutes within designated timelines

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2,1.4, 2.1, 2.2, 3.3	• Identifies and interprets information from instructions, organisational policies and procedures, or legislation • Compares final output with original notes to check accuracy
Writing	1.4, 1.5, 2.1, 2.2, 3.1, 3.2	• Prepares complex texts from notes using appropriate structure, accurate spelling, grammar and punctuation • Records notes of meeting proceedings according to organisational requirements • Edits and corrects own work to ensure accuracy
Oral Communication	1.3-1.5, 3.1	• Listens for specific information during meetings • Conveys specific instructions using vocabulary appropriate to context, purpose and audience • Asks questions and listens to responses to clarify understanding
Numeracy	2.3, 3.1, 3.4	• Performs calculations required to measure output against predetermined timeframes

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Navigate the world of work	1.2, 1.4, 2.1	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	2.3, 3.3, 3.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.3, 1.4, 2.2-2.4, 3.4	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM405 Organise meetings	BSBADM405B Organise meetings	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM405 Organise meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- organise a meeting and advise participants accordingly
- prepare and distribute all documentation required for the meeting
- take meeting notes which accurately reflect what was discussed during the meeting
- produce minutes based on own notes providing an accurate account of the meeting
- circulate copies of meeting minutes within predetermined timeframes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe culturally appropriate communication techniques
- identify the relevant formats for agendas and minutes
- list the key provisions of relevant legislation
- outline organisational procedures relevant to the task.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM502 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.

It applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Prepare for meetings	1.1 Develop agenda in line with stated meeting purpose 1.2 Ensure style and structure of meeting are appropriate to its purpose 1.3 Identify meeting participants and notify them in accordance with organisational procedures

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Confirm meeting arrangements in accordance with requirements of meeting 1.5 Despatch meeting papers to participants within designated timelines
2 Conduct meetings	2.1 Chair meetings in accordance with organisational requirements, agreed conventions for type of meeting and legal and ethical requirements 2.2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes 2.3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues 2.4 Brief minute-taker on method for recording meeting notes in accordance with organisational requirements and conventions for type of meeting
3 Follow up meetings	3.1 Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational procedures and meeting conventions 3.2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements 3.3 Report outcomes of meetings as required, within designated timelines

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 3.1, 3.2	• Identifies and interprets information from complex texts including legislation, organisational policies and procedures • Compares final output with original notes to check for accuracy
Writing	1.1-1.5, 3.2, 3.3	• Addresses the context, purpose and audience when generating a range of texts • Prepares complex texts from notes using appropriate

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		structure, and accurate spelling, grammar and punctuation • Records notes of meeting proceedings according to organisational requirements • Edits and corrects own work to ensure accuracy
Oral Communication	2.1-2.4	• Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose • Listens for specific information during meetings • Asks questions and listens to responses to clarify understanding
Numeracy	1.4, 1.5, 3.2, 3.3	• Recognises and interprets numerical information related to timeframes and budgets
Navigate the world of work	1.3, 2.1, 2.4, 3.1, 3.2	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	1.3, 1.5, 2.3, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Cooperates with others as part of familiar activities, playing an active role in facilitating group interaction
Get the work done	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Recognises and takes responsibility for addressing predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM502 Manage meetings	BSBADM502B Manage meetings	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM502 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply conventions and procedures for formal and informal meetings including:
  - developing and distributing agendas and papers
  - identifying and inviting meeting participants
  - organising and confirming meeting arrangements
  - running the meeting and following up
- organise, take part in and chair a meeting
- record and store meeting documentation
- follow organisational policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline meeting terminology, structures, arrangements
- outline responsibilities of the chairperson and explain group dynamics in relation to managing meetings
- describe options for meetings including face-to-face, teleconferencing, web-conferencing and using webcams
- identify the relevant organisational procedures and policies regarding meetings, chairing and minutes including identifying organisational formats for minutes and agendas.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

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- reference material in regard to meeting venues and technology, catering and transport suppliers
- organisational policies and procedures for managing meetings
- office supplies and equipment
- computers and relevant software
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM503 Plan and manage conferences

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, promote and coordinate conferences, ensuring follow-up procedures are incorporated.

It applies to individuals employed in a range of work environments who are required to plan and manage conferences. They may work as senior administrative staff, or may be other individuals who have been delegated responsibility for planning and managing a conference.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan conference	1.1 Confirm purpose, required outcomes and style of conference with conference convenor/s 1.2 Confirm conference facilities requirements, budget, and preparation timeline with conference convenor/s 1.3 Identify speakers/presenters and/or prepare a call for papers in accordance with conference purpose and style 1.4 Draft conference program in line with stated purpose, and balance choice of program elements to allow outcomes to be

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ELEMENT	PERFORMANCE CRITERIA
	achieved 1.5 Select, invite and brief speakers in accordance with conference program 1.6 Identify participant target group and project numbers in consultation with conference organisers 1.7 Plan conference administration requirements and tasks, processes and resources to ensure efficient management of conference data and resources
2 Promote conference	2.1 Establish a promotion strategy that reaches required number of target participants 2.2 Prepare publicity material in accordance with promotion strategy and budget allocation/s, and despatch within designated timelines
3 Organise conference	3.1 Make conference arrangements in accordance with booking lead times and budget allocation/s 3.2 Record acceptances, receipt fees and confirm participants within designated timelines 3.3 Identify and cater for participants' specific needs 3.4 Confirm program details and prepare conference papers in accordance with speakers' requirements and conference timeline 3.5 Despatch pre-conference information to participants within designated timelines
4 Coordinate conference proceedings	4.1 Check conference facilities to confirm they meet agreed requirements 4.2 Register participants in accordance with planned registration procedures 4.3 Communicate to participants any late changes to published program 4.4 Make contingency arrangements to ensure smooth running of conference 4.5 Ensure speakers' schedules are managed and their conference requirements met throughout conference 4.6 Manage administration requirements during conference in accordance with conference plan/schedule
5 Follow up conference proceedings	5.1 Record, report and/or follow up conference outcomes in accordance with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Prepare conference papers for publication and distribution within designated timelines 5.3 Post-conference correspondence is prepared and despatched within designated timelines 5.4 Finalise receipts and payments, and acquit conference funds in accordance with organisational procedures and audit requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 1.4, 1.7, 2.2, 3.1-3.4, 4.2, 4.5, 4.6, 5.1-5.4	• Interprets information from complex texts, including organisational policies and procedures
Writing	1.3, 1.4, 1.7, 2.1, 2.2, 3.1, 3.2, 3.4, 4.2, 4.3, 5.1-5.4	• Addresses the context, purpose and audience when generating a range of texts • Utilises information from a range of sources to prepare complex texts in required formats ensuring accuracy of spelling, grammar and punctuation
Oral Communication	1.1, 1.2, 1.5, 1.6	• Participates in verbal exchanges using appropriate pitch, tone and fluency for audience, context and purpose • Listens closely and asks questions to confirm or clarify understanding
Numeracy	1.2, 1.7, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.5, 4.6, 5.3, 5.4	• Interprets and comprehends a range of mathematical information that is embedded in texts • Performs calculations to estimate budgets, timeframes and resource requirements
Navigate the world of work	4.2, 5.1, 5.4	• Recognises and responds to both explicit and implicit organisational procedures and protocols
Interact with others	1.1, 1.2, 1.5, 1.6, 3.3, 3.5, 4.3, 5.2, 5.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.2, 1.5-1.7, 2.1, 2.2, 3.1-3.5, 4.1,	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps,

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	4.4-4.6, 5.3	reflecting an awareness of time constraints • Sequences and schedules activities, monitors implementation and manages relevant communication • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Anticipates potential problems and implements contingency plans as soon as warning signs are recognised

Unit Mapping

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM503 Plan and manage conferences	BSBADM503B Plan and manage conferences	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM503 Plan and manage conferences

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and investigate conference requirements
- promote the conference using public relations strategies according to predetermined budgets and deadlines
- coordinate conference proceedings including addressing any problems as they arise
- fulfil all post-conference requirements according to organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise relevant organisational policies and procedures for planning and managing conferences
- outline tools that could be used in managing conferences
- explain budgeting strategies used for projects
- identify techniques for conference planning including setting milestones.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- office equipment
- reference material related to conference venues, transport, accommodation and catering
- necessary conference documentation
- relevant contact persons, including speakers, clients and management.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM504 Plan and implement administrative systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan for or review the requirements of effective administrative systems and procedures for implementing, monitoring and reviewing the system.

It applies to individuals employed in a range of work environments in senior administrative roles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for the new or modified administrative system	1.1 Identify requirements of, or modifications to, the administrative system through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements 1.2 Obtain quotations from suppliers/developers for the identified requirements or modifications to be made to the system in accordance with organisational policy and procedures 1.3 Select supplier or developer in accordance with organisational

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ELEMENT	PERFORMANCE CRITERIA
	policy and procedures
2 Implement new or modified administrative system	2.1 Identify and develop implementation strategies in consultation with staff 2.2 Encourage staff to participate in all stages of the implementation process 2.3 Implement system in accordance with organisational and legislative requirements 2.4 Define and communicate procedures for using the system to staff 2.5 Provide training and support for staff on the use of the new or modified system 2.6 Deal with contingencies to ensure minimal impact on users
3 Monitor administrative system	3.1 Monitor system for usage, security and output in accordance with organisational requirements 3.2 Modify system to meet changing needs in accordance with organisational requirements 3.3 Clearly identify further modifications and notify users 3.4 Monitor staff training needs and train new staff on administrative system

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.5, 3.4	• Actively reinforces own knowledge and skills by training or mentoring others
Reading	1.2, 1.3, 3.1	• Extracts, analyses and evaluates information from complex texts, including organisational policies and procedures
Writing	1.1, 2.1, 2.4, 3.2, 3.3	• Gathers and utilises information and ideas from a range of sources to create texts to meet organisational requirements • Creates instructional texts using grammatical structures and vocabulary appropriate to audience and

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		context
Oral Communication	1.1, 2.1, 2.2, 2.4, 2.5, 3.4	• Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose • Uses listening and questioning techniques to elicit key information and confirm understanding • Presents complex information adjusting presentation style and vocabulary to suit the audience
Numeracy	1.1, 1.2	• Recognises and interprets numerical information related to budgets
Navigate the world of work	1.1-1.3, 2.3, 2.4, 3.1	• Develops systems to meet organisational and legislative requirements
Interact with others	1.1, 1.2, 2.1, 2.2, 2.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, providing guidance to others , where necessary
Get the work done	1.1-1.3, 2.1, 2.3, 2.4, 2.6, 3.2, 3.3	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Monitors progress of plans and changes them to meet new demands or priorities • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Anticipates potential problems and implements contingency plans as soon as warning signs are recognised • Uses and investigates new digital technologies and applications to manage and manipulate data • Demonstrates awareness of the importance of data security in a digital environment

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM504 Plan and implement administrative	BSBADM504B Plan or review administrative	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
systems	systems	Minor title change Minor correction to wording in elements and performance criteria - ‘administration‘ changed to ‘administrative’	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM504 Plan and implement administrative systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with relevant personnel and stakeholders to identify administrative system improvements
- document necessary requirements or modifications
- provide training and support for staff to use the new or modified system
- monitor the new system and identify future improvements and staff training needs.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

summarise relevant legislative and organisational policies and procedures for reviewing administrative systems

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- organisational policy and procedure manuals
- reference materials
- appropriate equipment.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM506 Manage business document design and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish standards for the design and production of organisational documents and to manage document design and production processes to ensure agreed standards are met.

It applies to individuals employed in a range of work environments who require well-developed skills in the use of a range of software packages. They use these skills to establish, document and implement consistent standards of document design within an organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Establish documentation standards	1.1 Identify organisational and legislative requirements for information entry, storage, output, and quality of document design and production 1.2 Evaluate organisation’s present and future information technology capability in terms of its impact on document design and production

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify types of documents used and required by organisation 1.4 Establish documentation standards and design tasks for organisational documents in accordance with information, budget and technology requirements
2 Manage template design and development	2.1 Ensure standard formats and templates suit the purpose, audience and information requirements of each document 2.2 Ensure document templates enhance readability and appearance, and meet organisational requirements for style and layout 2.3 Test templates, obtain organisational and user feedback, and make amendments as necessary to ensure maximum efficiency and quality of presentation
3 Develop standard text for documents	3.1 Evaluate complex technical functions of software for their usefulness in automating aspects of standard document production 3.2 Match requirements of each document with software functions to allow efficient production of documents 3.3 Test macros to ensure they meet the requirements of each document in accordance with documentation standards
4 Develop and implement strategies to ensure the use of standard documentation	4.1 Prepare explanatory notes for the use of standard templates and macros using content, format and language style to suit existing and future users 4.2 Develop and implement training on the use of standard templates and macros and adjust the content and level of detail to suit user needs 4.3 Produce, circulate, name and store master files and print copies of templates and macros in accordance with organisational requirements
5 Develop and implement strategies for maintenance and continuous improvement of standard documentation	5.1 Monitor use of standard documentation templates and macros, and evaluate the quality of documents produced against documentation standards 5.2 Review documentation standards against the changing needs of the organisation, and plan and implement improvements in accordance with organisational procedures

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.2	• Actively reinforces own knowledge and skills by training others
Reading	1.1-1.4, 2.1- 2.3, 3.1-3.3, 4.2, 4.3, 5.1, 5.2	• Evaluates information from complex texts, including organisational policies and procedures • Extracts and evaluates information from a range of support sources to extend understanding
Writing	1.4, 2.1, 2.3, 3.3, 4.1-4.3, 5.1, 5.2	• Selects text type, subject matter and language to suit a specific audience and purpose • Organises content to support the purposes and format of the product
Oral Communication	2.3, 4.3	• Participates in verbal exchanges to gain information • Uses listening and questioning techniques to clarify and confirm understanding • Presents complex technical information adjusting presentation style and vocabulary to suit audience
Numeracy	1.4	• Recognises and interprets numerical information related to budgets
Navigate the world of work	1.1, 1.4, 2.2, 4.3, 5.2	• Recognises and adheres to organisational and legislative requirements
Interact with others	2.3, 4.2, 4.3	• Actively identifies requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.2, 4.3, 5.1, 5.2	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Utilises a broad range of complex features within digital applications to improve productivity, optimising software functions for specific purposes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBADM506 Manage business document design and development	BSBADM506B Manage business document design and development	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM506 Manage business document design and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the organisational needs, requirements and information technology capabilities relevant to the design and production of documents
- establish documentation standards to meet organisational requirements
- design, test and amend document templates
- develop and implement documentation and training to support use of standard templates and macros
- monitor the implementation of standard documentation templates and macros and make improvements in line with organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe document production processes
- identify costs involved with the implementation of standard documentation
- explain the software applications relevant to document design and development in the organisation
- identify key provisions of relevant legislation and regulations, codes and standards affecting document production
- outline organisational policies and procedures relating to document production
- list sources of expertise available externally to the organisation or workgroup.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- computer hardware and other document production equipment
- software applications appropriate to the task
- media for production of documents
- samples of high quality standard documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCMM101 Apply basic communication skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop basic communication skills in the workplace in particular gathering, conveying and receiving information together with completing assigned written information.

It applies to individuals working under direct supervision who are developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify workplace communication procedures	1.1 Identify organisational communication requirements and workplace procedures with assistance from appropriate people 1.2 Identify appropriate lines of communication with supervisors and colleagues 1.3 Seek advice on the communication method/equipment most appropriate for the task

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ELEMENT	PERFORMANCE CRITERIA
2 Communicate in the workplace	2.1 Use effective questioning, and active listening and speaking skills to gather and convey information 2.2 Use appropriate non-verbal behaviour at all times 2.3 Encourage, acknowledge and act upon constructive feedback
3 Draft written information	3.1 Identify relevant procedures and formats for written information 3.2 Draft and present assigned written information for approval, ensuring it is written clearly, concisely and within designated timeframes 3.3 Ensure written information meets required standards of style, format and detail 3.4 Seek assistance and/or feedback to aid communication skills development

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1	• Reviews textual information to identify communication requirements and organisational procedures
Writing	3.2, 3.3	• Drafts simple texts using appropriate grammar, spelling and punctuation in accordance with organisational standards • Proofreads own texts for accuracy and compliance with organisational requirements
Oral Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4	• Asks questions and listens to gain information or confirm understanding • Listens and follows instructions
Navigate the world of work	1.1, 1.2, 3.1, 3.3, 3.4	• Follows organisational policies and procedures and practices relevant to own role • Develops skills required to carry out own role by seeking and acting on feedback

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Interact with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.4	• Follows instructions regarding what and how to communicate • Seeks to cooperate with others to achieve results in immediate work context
Get the work done	1.3, 2.3, 3.1, 3.2, 3.3	• Follows clearly defined instructions, seeking assistance when necessary • Uses digital technologies following instructions to enter and retrieve data

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCMM101 Apply basic communication skills	BSBCMM101A Apply basic communication skills	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCMM101 Apply basic communication skills

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- gather information about procedures, methods and equipment requirements for workplace communication, with the assistance of others
- use appropriate verbal and non-verbal skills to seek and convey information in face-to-face situations
- draft routine written documents within designated timeframes and check that the documents meet organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline organisational policies, plans and procedures related to the organisation's standards or protocols for workplace communication
- describe different communication styles.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- office equipment
- business resources
- workplace policies and procedures relating to communication
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBCMM401 Make a presentation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes 1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed 1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5 Select techniques to evaluate presentation effectiveness
2 Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience 2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4 Use persuasive communication techniques to secure audience interest 2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding
3 Review the presentation	3.1 Implement techniques to review the effectiveness of the presentation 3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.2	• Reviews and analyses documents to identify information relevant to a specific presentation
Writing	1.1, 3.3	• Develops material to convey ideas and information to target audience in an engaging way
Oral	1.4, 2.1, 2.2, 2.3,	• Presents information using words and non-verbal features appropriate to the audience and context

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Communication	2.4, 2.5, 2.6, 3.2	• Uses listening and questioning techniques to gather information required to develop or modify presentations • Interprets audience reactions and changes words or non-verbal features accordingly
Interact with others	1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2	• Selects and uses appropriate conventions and protocols to encourage interaction or to present information • Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals • Recognises the need to alter personal communication style in response to the needs or expectations of others
Get the work done	1.1-1.5, 2.2, 2.5, 3.1-3.3	• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes • Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCMM401 Make a presentation	BSBCMM401A Make a presentation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCMM401 Make a presentation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCMM411 Make presentations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit covers the skills and knowledge required to prepare, deliver and review presentations for target audiences.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Verbal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare presentation	1.1 Plan presentation approach and intended outcomes 1.2 Identify target audience, location and resources requirements 1.3 Select presentation strategies, format and delivery methods according to presentation requirements 1.4 Select techniques to evaluate presentation effectiveness
2. Deliver presentation	2.1 Summarise key concepts and ideas and present to target audience 2.2 Provide opportunity for audience to seek clarification on presentation information 2.3 Confirm target audience understand key concepts and ideas, and

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ELEMENT	PERFORMANCE CRITERIA
	that identified presentation objectives have been achieved
3. Review presentation	3.1 Evaluate effectiveness of the presentation 3.2 Seek and discuss feedback and any reactions to the presentation from participants and relevant stakeholders 3.3 Make changes to presentation based on feedback received

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Reviews and analyses documents to identify information relevant to a specific presentation
Writing	• Develops material to convey ideas and information to target audience in an engaging way
Oral Communication	• Presents information using words and non-verbal features appropriate to the audience and context • Uses listening and questioning techniques to gather information required to develop and modify presentations
Problem solving	• Interprets audience reactions and changes words and non-verbal features accordingly
Planning and organising	• Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals
Initiative and enterprise	• Selects and uses appropriate conventions and protocols to encourage interaction and to present information • Recognises the need to alter personal communication style in response to the needs and expectations of others
Self-management	• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes
Technology	• Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Supersedes and is equivalent to BSBCMM401 Make a presentation.

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Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCMM411 Make presentations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare and deliver at least two different presentations.

In the course of the above, the candidate must:

- use aids and materials to support the presentation
- select and implement methods to review the effectiveness of presentation and document suggested improvements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- information collection methods that support review and feedback of presentations
- organisational and legislative obligations and requirements relevant to presentations
- structure of presentations according to intended outcomes
- principles of effective communication including:
  - persuasive communication techniques
  - verbal and non-verbal communication
- presentation methods
- different aids, materials and techniques that can be used for presentations.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- equipment, materials and business software packages for making a presentation.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBCRT301 Develop and extend critical and creative thinking skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to develop the habit of thinking in a more creative way through looking at things differently, musing, testing, experimenting and challenging existing thought patterns.

It applies to individuals who need to develop and extend their critical and creative thinking skills to different issues and situations and have a range of problem solving, evaluation and analysis skills.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Creative Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop a questioning mindset	1.1 Develop the habit of asking questions from different perspectives 1.2 Take responsibility for exploring a variety of information sources to provide relevant answers to own questions 1.3 Sort through information and ideas to identify the central questions, issues and challenges

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Challenge preconceptions and assumptions to determine actual constraints in defining a problem for resolution
2 Generate ideas and responses	2.1 Explore and use a range of creative thinking techniques to generate ideas and responses 2.2 Muse on, play around with and have fun with ideas in relation to a perceived objective 2.3 Identify and challenge blockers to creative thinking 2.4 Consider and explore realities beyond the current situation 2.5 Evaluate, and where appropriate, challenge existing boundaries to determine perceived or actual constraints 2.6 Show willingness to take risks with ideas and thought processes 2.7 Look around in familiar and unfamiliar places for new inspiration and habitually record observations, experiences, ideas and reflective thoughts to broaden personal knowledge base 2.8 Acknowledge and accept the opportunity for revelation when least expected 2.9 Identify connections and associations from things that seem unconnected
3 Challenge, test and re invent ideas	3.1 Identify, interrogate and challenge the assumptions behind ideas 3.2 Experiment with variations, and explore and challenge a range of different solutions and ideas 3.3 Consciously change perspectives, and evaluate ideas and situations in new ways 3.4 Where appropriate, involve others in ideas and how they might change or be improved
4 Enhance creative thinking skills	4.1 Consciously challenge and question own thought patterns and ways of responding to work and life situations 4.2 Identify and take opportunities to self-assess and to learn about new ideas and different ways of thinking 4.3 Take opportunities to practise and experiment with creative thinking techniques across work and life situations 4.4 Pro-actively talk to others about ways that new ideas and patterns of thinking can be encouraged and developed

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.2, 2.7, 4.2	• Uses questioning as a strategy to expand knowledge • Reflects on existing thinking and current practices to generate new ideas
Reading	1.2, 1.3	• Comprehends textual information and integrates ideas and concepts from various sources
Writing	2.7	• Takes notes on observations, experiences and thoughts
Oral Communication	3.4, 4.4	• Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning
Interact with others	3.4, 4.4	• Collaborates with others to test, strengthen and explore new ideas and different ways of thinking
Get the work done	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 4.2, 4.3	• Uses analytical techniques to identify issues and evaluate options • Contributes to the design of new approaches within the immediate work environment • Understands and applies some basic principles of analytical and lateral thinking to identify and select ideas

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT301 Develop and extend critical and creative thinking skills	BSBCRT301A Develop and extend critical and creative thinking skills	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBCRT301 Develop and extend critical and creative thinking skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- ask relevant questions to challenge and enhance creative thinking
- use various information sources to provide answers to own questions
- use a range of creative thinking techniques to generate ideas or responses to questions or issues
- record ideas in response to a predetermined issue or situation.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain why it is important to consider different perspectives when asking questions
- list and describe different creative thinking techniques
- describe common blockers to creative thinking,
- explain boundaries that need to be considered when generating ideas and responses
- describe ways of extending and developing individual creative thinking skills.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and include access to specific challenges and situations to which creative thinking may be applied.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

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BSBCRT311 Apply critical thinking skills in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes skills and knowledge required to apply critical thinking skills to generate solutions to workplace problems in a team environment.

The unit applies to individuals who are required to develop and extend their critical and creative thinking skills to different issues and situations. These individuals apply a range of problem solving, evaluation and analytical skills resolve workplace issues within a team context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to address workplace problem	1.1 Identify and select workplace problem to address within scope of job role of team members 1.2 Identify organisational and legislative frameworks applicable to selected problem 1.3 Develop questions to identify key issues and challenges of selected problem 1.4 Consult key stakeholders using questions to gather information on selected problem
2. Evaluate solutions for workplace problem	2.1 Identify a range of critical thinking techniques to generate solutions to selected problem

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Develop solutions using knowledge and experience of team members 2.3 Explain development process for individual solutions generated to team members 2.4 Apply agreed criteria for selecting most suitable option in consultation with team members 2.5 Critically evaluate solutions generated and select solution to be implemented
3. Finalise and review solution development process	3.1 Present solution to relevant stakeholders with explanation of critical thinking processes involved 3.2 Respond to challenges and questions from stakeholders 3.3 Evaluate critical thinking processes with team members and using feedback received 3.4 Identify critical thinking learnings to apply to individual and team situations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Uses questioning as a strategy to expand knowledge • Reflects on existing thinking and current practices to generate new ideas
Oral communication	• Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning
Reading	• Comprehends textual information and integrates ideas and concepts from various sources
Writing	• Documents observations and experiences related to problem solving
Teamwork	• Collaborates with others to test, strengthen and explore new ideas and different ways of thinking

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBCRT301 Develop and extend critical and creative thinking skills.

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Assessment Requirements for BSBCRT311 Apply critical thinking skills in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- generate and present solutions to a workplace problem on at least two occasions.

In the course of the above, the candidate must:

- identify and analyse workplace problems as part of a team
- develop questions on key challenges of a chosen problem
- consult relevant stakeholders to gather information on workplace problem
- use a range of creative thinking techniques as part of a team to generate ideas or responses to questions or issues
- use critical thinking processes to develop relevant questions and criteria for identified workplace issue
- present to relevant stakeholders and respond to answers
- assess feedback to identify key personal and team learnings.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and legislative frameworks
- advantages of different perspectives when asking questions
- critical thinking techniques
- applicable criteria to assess potential solutions to workplace issue
- boundaries to be considered when generating ideas and responses
- methods to develop individual critical and creative thinking skills.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to specific challenges and situations to which critical and creative thinking may be applied to workplace problems as part of a team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCRT411 Apply critical thinking to work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to use advanced-level critical thinking skills in a workplace context. This includes using methods of analysis, synthesis and evaluation.

The unit applies to individuals who evaluate existing or proposed work practices. These individuals are typically responsible for reviewing or developing work processes, products or services that may be proposed or already existing.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish role of critical thinking in workplace	1.1 Identify key characteristics of critical thinking processes 1.2 Evaluate situations in which critical thinking concepts are applied in work practices 1.3 Articulate benefits of applying critical thinking practices in the workplace
2. Lead critical thinking process	2.1 Analyse existing and proposed work practices and identify limitations 2.2 Locate information on selected work practices for the development of solutions 2.3 Determine solutions for workplace limitations using critical

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ELEMENT	PERFORMANCE CRITERIA
	thinking concepts 2.4 Develop a proposal for solutions using a decision-making framework according to organisational policies and procedures 2.5 Present ideas for solutions and justify decision making process to relevant stakeholders
3. Develop critical thinking mindset	3.1 Review decision making practices in the work area 3.2 Seek feedback from relevant stakeholders on use of critical thinking from relevant stakeholders 3.3 Identify areas for self-development in relation to own job role 3.4 Develop plan for future process evaluations and incorporate improvements identified

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Reflects on own performance and seeks opportunities to improve own skills and knowledge • Identifies the key themes and ideas to be explored and ways to response to and use diverse perspectives
Numeracy	• Interprets and critically analyses numerical data to determine work process requirements
Oral communication	• Articulates ideas and requirements clearly and persuasively using techniques appropriate to audience and environment • Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning
Reading	• Interprets, evaluates and extracts relevant information from a range of texts for work requirements
Writing	• Develops clear workplace documents appropriate to audience and context • Selects appropriate channel, format, tone and content to suit purpose and audience
Teamwork	• Seeks to establish interpersonal connections to facilitate work with a diverse range of people
Initiative and enterprise	• Identifies the implications of legal and regulatory responsibilities on own work • Adheres to implicit and explicit organisational procedures and policies, seeking advice from others if necessary

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Skill	Description
Planning and organising	• Uses systematic processes to gather and analyse information required to make decisions
Problem-solving	• Uses problem-solving skills to evaluate and challenge ideas and move towards solutions
Technology	• Uses features and functions of digital tools and technologies to store and present information

Unit Mapping Information

Supersedes and is equivalent to BSBCRT404 Apply advanced critical thinking to work processes.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCRT411 Apply critical thinking to work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop solutions for two different workplace limitations using critical thinking concepts.

In the course of the above the candidate must:

- use a range of critical thinking techniques to identify and address limitations in workplace practices
- ask questions to broaden understanding of task requirements
- use various information sources to provide answers to proposed questions
- develop a proposal to articulate to a broad range of workplace stakeholders a solution to an identified issue
- incorporate feedback and self-reflection to critically assess performance.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- critical thinking concepts and the value of applying such approaches in a work environment
- key characteristics of critical thinking processes
- sources of reliable information relevant to workplace practices
- key components of decision- making frameworks
- features and limitations of workplace practices
- legislative requirements relating to workplace practices
- components of self-evaluation and development.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- technology, software and resources required to implement and maintain internal control procedures
- corporate governance documentation required for role
- organisational operational policies and procedures required for role.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

It applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan to meet internal and external customer	1.1 Investigate, identify, assess, and include the needs of customers in planning processes

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ELEMENT	PERFORMANCE CRITERIA
requirements	1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers
2 Ensure delivery of quality products and services	2.1 Deliver products and services to customer specifications within organisation's business plan 2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards 2.3 Help colleagues overcome difficulties in meeting customer service standards
3 Monitor, adjust and review customer service	3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards 3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services 3.3 Develop, procure and use resources effectively to provide quality products and services to customers 3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups 3.5 Manage records, reports and recommendations within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.5	• Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation's products and services
Writing	1.2, 3.1, 3.2, 3.3, 3.5	• Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience
Oral Communication	1.1, 1.2, 2.1, 2.3, 3.2	• Clearly articulates systems and standards in a team environment using language suitable to diverse audiences • Uses listening and questioning techniques to obtain

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		feedback and confirm understanding
Numeracy	1.2	• Interprets and comprehends mathematical information in organisation's business and customer service plans.
Navigate the world of work	2.1, 2.2, 3.1, 3.5	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1, 2.3, 3.4	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers • Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes • Provides support in field of expertise to team
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1-3.5	• Develops and implements plans using logical processes and monitors and evaluates progress against stated goals • Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a solution. • Uses digital technology to access, organise and present information in a format that meets requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS501 Manage quality customer service Release 2	BSBCUS501 Manage quality customer service Release 1	Updated to clarify assessment conditions	Equivalent unit

Links

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Assessment Requirements for BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs

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- explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
  - strategies to obtain customer feedback.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- legislation, regulations and codes of practice related to customer service
- business technology
- workplace documentation and resources
- complex customer complaints
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBESB301 Investigate business opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify a business opportunity and its key components. This requires undertaking research to determine the viability of the opportunity, with reference to the legislative frameworks affecting the business.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation. The business opportunities may relate to products and/or services offered by the business.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify potential opportunities for business	1.1 Source and analyse market information for potential opportunities 1.2 Analyse information and list details of business ideas and opportunities 1.3 Identify and describe products and/or services that match business ideas 1.4 Identify and analyse available business, financial, digital technology and technical factors related to the potential opportunities 1.5 Identify customers for the products and/or services

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ELEMENT	PERFORMANCE CRITERIA
2. Investigate market needs and factors affecting market	2.1 Collect, investigate and analyse business and market information, trends and developments from primary and secondary sources to identify market needs related to business opportunities 2.2 Identify ethical and cultural requirements of the market 2.3 Identify projected changes in population, economic activity and other macro external factors that may impact business opportunities 2.4 Review identified needs and factors and identify their potential impact on business opportunities 2.5 Investigate marketing and promotion activities and strategies for identified products and/or services
3. Finalise investigation into business opportunities	3.1 Review personal factors against business opportunities and identify their impact on opportunities 3.2 Examine options to address and minimise negative impact and strengthen positive impact of personal factors 3.3 Document outcomes of investigation into business opportunity

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Analyses and evaluates information and integrates facts and ideas
Writing	• Uses information and industry-related terminology to develop required documentation
Numeracy	• Extracts, evaluates and compares numerical information to determine resources and identify trends
Technology	• Uses a range of digitally based technology and applications to access and filter data, and then extract, organise and integrate relevant information

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBSMB201 Identify suitability for micro business

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- BSBSMB301 Investigate micro business opportunities
- BSBSMB306 Plan a home based business.

Links

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Assessment Requirements for BSBESB301 Investigate business opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and investigate at least one business opportunity and assess the probability of success.

In the course of the above, the candidate must:

- research and analyse information from a range of sources for its potential impact on the market, products and/or services, and customers
- match personal factors to business opportunities.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- sources of business and market information on business ideas and potential business opportunities, including:
  - potential clients and past leads
  - competitor activities, products and services
  - industry trends and insights
  - legislative and regulatory requirements relevant to opportunities being investigated
- market information, trends and developments, including:
  - new and emerging markets and their features
  - expected market growth or decline and associated risk factors
  - economic activity, including projected or potential movements in prices
  - projected changes in availability of resources
- personal factors involved in choosing preferred opportunity include:
  - own skills and aspirations
  - own commitments, expectations and capabilities

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- criteria for determining the viability of a business opportunity, including:
  - market size, potential, needs and trends
  - financial considerations
  - benefits and challenges of digital technologies relevant to opportunities
  - resource availability
- business research methods and data collection tools and software
- impact of ethical and cultural requirements of market on opportunities and products.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- internet access for research
- source of information on potential business opportunities, including customer or supplier information
- data collection tools and software
- legislative and regulatory information relating to business opportunities
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBESB302 Develop and present business proposals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to research the viability of ideas for business opportunities and develop and present proposals for viable options in formats suiting a range of stakeholders.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation. The proposals may relate to products and/or services offered by the business.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate business ideas	1.1 Identify ideas relating to business opportunities 1.2 Research key factors influencing their financial viability 1.3 Analyse business ideas to determine viability of business opportunity 1.4 Record outcomes of evaluation according to workplace procedures
2. Manage risk associated with business proposal	2.1 Identify potential risks associated with opportunity ideas and viability of business 2.2 Communicate with relevant stakeholders the potential risks 2.3 Assist relevant stakeholders to develop risk management

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ELEMENT	PERFORMANCE CRITERIA
	systems
3. Develop proposal for viable business idea	3.1 Identify audience for proposal, and required structure and content 3.2 Establish budget according to financial viability 3.3 Develop description of business idea according to identified budget and business opportunities 3.4 Confirm that draft proposal meets requirements
4. Present business proposal	4.1 Determine presentation method suited to audience 4.2 Provide customised business proposal to target audience 4.3 Seek feedback to inform future proposals

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Interprets information from a range of sources
Writing	• Uses information and industry-related terminology to complete required documentation
Numeracy	• Extracts, evaluates and compares numerical information
Initiative and enterprise skills	• Plans and implements tasks required to prepare and present a business proposal • Analyses and evaluates options before making decisions, considering needs, resources and constraints
Technology	• Uses a range of digital tools to access, organise, integrate and present relevant information

Unit Mapping Information

Supersedes and is equivalent to BSBSMB302 Develop a micro business proposal.

Links

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Assessment Requirements for BSBESB302 Develop and present business proposals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and present a business proposal for a product or service.

In the course of the above, the candidate must:

- analyse information from a range of sources to evaluate the viability of the business opportunities, including:
  - consideration of personal commitments
  - risk identification and assessment
  - personal skills and attributes analysis against required skills
  - anticipated financial returns.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- factors influencing financial viability of business ventures, including financial returns
- factors influencing viability of business ideas, including:
  - impact of emerging or changing technology
  - personal circumstances and suitability of own skills profile
  - assessed risks
  - availability of required resources
- key requirements for business proposals, including:
  - information relating to legislative requirements, regulations, standards and codes or practice
  - structure and content suited to audience needs
  - formats and methods of presentations
  - description of products and/or services

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- workplace procedures for:
  - recording outcomes of proposal evaluation
  - establishing income and expenditure costing for business proposal
- principles of risk assessment relevant to business opportunity described in performance evidence.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including internet access and presentation software
- legislation, regulations, standards and codes of practice relating to business proposal described in performance evidence
- workplace documentation and resources relevant to performance evidence
- interaction with others for presentation purposes.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBESB303 Organise finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to estimate start-up costs, financial viability and projected cash flow and budget for a new business venture. It involves assessing the need to access required finances based on calculations and estimates undertaken.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to organise finances for new business venture	1.1 Establish current financial situation, showing funds available and commitments already incurred 1.2 Identify equity finance and assets from available sources 1.3 Identify business mix and forecast expected business activity over a year
2. Determine required finances for new business venture	2.1 Estimate start-up costs for business venture according to established business activities 2.2 Estimate income and expenses for first year of operation 2.3 Project cash flow for first year of operation 2.4 Seek specialist financial advice as required according to

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ELEMENT	PERFORMANCE CRITERIA
	workplace procedures 2.5 Record cash flow and budget and required finances
3. Plan to access finances for new business venture	3.1 Investigate and source suitable types of finances 3.2 Establish methods of accessing finances and servicing any repayment schedule 3.3 Complete required documentation

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Gathers, interprets and analyses a variety of textual information from a range of sources and identifies relevant and key information
Writing	• Uses information and industry-related terminology to complete required workplace documentation
Oral Communication	• Uses listening and questioning techniques to seek information and confirm understanding
Numeracy	• Analyses numerical information to complete required calculations and estimates
Initiative and enterprise	• Seeks input and expert advice when decisions involve unfamiliar issues • Determines priorities and sequences steps involved in clearly defined familiar tasks, and identifies and assembles resources required
Technology	• Uses main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Supersedes and is equivalent to BSBSMB303 Organise finances for the micro business.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBESB303 Organise finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- organise finances for at least one new business venture.

In the course of the above, the candidate must:

- investigate financial position, commitments and needs
- determine projected cash flow and budget for business venture
- estimate finances needed to establish and operate the business venture.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- sources of specialist financial advice relating to new business ventures, including Australian Taxation office (ATO)
- accounting software for use in the business venture described in performance evidence
- key financial terminology relevant to new business ventures
- relationship between finances and sales and marketing strategies
- workplace procedures for:
  - costing or pricing and preparing financial forecasts
  - estimating start-up costs, including cost of expenses and assets
  - seeking specialist financial advice
- income and costs to be considered when estimating operating budget, including:
  - monthly variable and fixed costs required for business activity
  - drawings needed for business venture to be financially viable
  - monthly income generated by business venture based on price per unit item or hourly charge rate for labour
  - goods and services tax

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- operating finance required for business.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including internet access
- finance documentation and resources relating to business described in performance evidence
- sources of specialist advice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBESB401 Research and develop business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to research and develop business plans for achieving business goals and objectives.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to develop business plan	1.1 Identify purpose and required components of business plan 1.2 Identify and document business goals, objectives and budget 1.3 Research market needs and estimate market size
2. Draft business plan	2.1 Establish resource, legal and compliance requirements according to identified business goals and objectives 2.2 Assess product mix, volumes and pricing opportunities relevant to the identified target market and according to business goals and objectives 2.3 Plan marketing activities relevant to the product mix and according to marketing objectives and strategies and budgetary requirements 2.4 Develop draft plan according to identified business goals,

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ELEMENT	PERFORMANCE CRITERIA
	objectives and market needs 2.5 Analyse draft plan and identify, assess and prioritise internal and external risks according to workplace procedures 2.6 Research specialist services and sources of advice and cost according to available resources
3. Create a business plan	3.1 Identify costs associated with production and delivery of business products and/or services 3.2 Calculate prices based on costs and profit targets, as a charge-out rate for labour or unit price for products and/or services 3.3 Prepare cash flow projections to enable business operation according to business plan and legal requirements 3.4 Select budget targets to enable ongoing monitoring of financial performance 3.5 Identify sources of finance for required liquidity according to business goals and objectives and workplace procedures
4. Finalise business planning and plan for risk	4.1 Develop risk management strategies according to business goals and objectives, and legal and compliance requirements, and established business activities 4.2 Assess likelihood of non-conformance with each component of business plan 4.3 Develop a contingency plan to address possible areas of non-conformance according to workplace procedures 4.4 Identify specific interests and objectives of key stakeholders and confirm their support of planning outcomes

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies, analyses and evaluates information during planning process
Writing	• Prepares written documentation that communicates plan information clearly and effectively
Numeracy	• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses
Self-management	• Identifies implications of legal and compliance requirements related to own work

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Skill	Description
	• Makes a range of critical and non-critical decisions, taking a range of constraints into account
Planning and organising	• Uses a combination of formal, logical planning processes to identify relevant information and to evaluate alternative strategies or methods

Unit Mapping Information

Supersedes and is equivalent to BSBSMB404 Undertake small business planning.

Supersedes but is not equivalent to:

- BSBSMB415 Refine and strengthen a small business
- BSBSMB422 Plan small business growth.

Links

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Assessment Requirements for BSBESB401 Research and develop business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one business plan that addresses the goals and objectives of a business or business venture.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legal and compliance requirements relating to business operation to be included in plan, including:
  - environmental
  - work health and safety (WHS), including WHS responsibilities and procedures for identifying hazards relating to business profile
  - equal opportunity
  - industrial relations
- types of business planning, including:
  - feasibility studies
  - strategic, operational, financial and marketing planning
- factors affecting structure of business plan, including:
  - purpose of plan
  - target audience
  - desired outcomes
- key components of business plan, including:
  - sources and costs of finance to provide required liquidity and profitability for business
  - marketing strategies and methods to promote market exposure of business
  - methods or means of production or operation required for business

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  - staffing requirements to effectively produce or deliver products and services
  - contingency plan
- methodology for researching and preparing a business plan
- common business risks and risk management strategies
- workplace procedures for:
  - assessing and prioritising internal and external risks to business
  - establishing resource requirements aligned to business goals and objectives, including for calculating staffing requirements to produce or deliver products and/or services
  - developing a business contingency plan for unexpected events and situations
  - developing risk management strategies.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBESB402 Establish legal and risk management requirements of new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify and comply with legal and risk management requirements of the business or new business venture, including negotiating, creating and planning for legal contracts used within the business, where required.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify legal and risk management requirements relating to business	1.1 Identify legal structure of business using reliable sources 1.2 Identify legislative and regulatory requirements applicable to identified legal structure 1.3 Analyse identified requirements and their relationship to business and workplace practices and processes
2. Implement procedures and processes to comply with legislative and regulatory	2.1 Develop and implement procedures to ensure compliance with relevant legislative and regulatory requirements 2.2 Develop and implement processes and procedures for storing and maintaining legal documents and business records 2.3 Establish systems to identify areas of non-compliance and take

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ELEMENT	PERFORMANCE CRITERIA
requirements	corrective action where necessary
3. Negotiate and arrange contracts	3.1 Assess products and/or services to determine procurement rights and ensure protection of business interests 3.2 Negotiate and secure contractual procurement rights for goods and/or services as required and according to business plan and workplace procedures 3.3 Complete any contractual arrangements according to workplace procedures and business plan 3.4 Seek legal advice if required to confirm contractual rights and obligations
4. Mitigate business risks	4.1 Analyse business activities and identify applicable risk management requirements 4.2 Assess probability and impact of identified internal and external risks to business 4.3 Develop a plan to prioritise and treat risks 4.4 Implement procedures to mitigate risks according to risk treatment plan

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Accesses information to maintain up-to-date information on legal and risk management requirements
Reading	• Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements
Writing	• Prepares written plans and workplace documentation that communicate information clearly and effectively
Oral communication	• Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions • Participates in verbal negotiations using tone and language suitable to audience
Numeracy	• Reviews, analyses and contrasts numerical data which may be embedded in documents
Self-management	• Monitors adherence to workplace procedures and legislative requirements
Planning and	• Implements actions as per plans and makes adjustments if necessary

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Skill	Description
organising	and addressing unexpected issues

Unit Mapping Information

Supersedes and is equivalent to BSBSMB401 Establish legal and risk management requirements of small business.

Supersedes but is not equivalent to:

- BSBIPR405 Protect and use intangible assets in small business
- BSBSMB410 Review and implement energy efficiency in business operations.

Links

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Assessment Requirements for BSBESB402 Establish legal and risk management requirements of new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- establish legal and risk management requirements for at least one business or new business venture, and implement procedures for meeting them
- create at least one contract with a supplier of goods or services to business or new business venture
- identify, assess and treat at least three different risks specific to business or new business venture and prioritise risks with highest probability of occurrence and greatest negative impact.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory requirements relating to operation of new business ventures, including:
  - consumer legislation
  - environmental requirements and responsibilities
  - registration and licensing
  - industry codes of practice and standards
  - work health and safety (WHS) requirements and responsibilities
  - insurance products and requirements, including adequate coverage
- workplace procedures for:
  - negotiating, creating and terminating contractual arrangements, including seeking legal advice
  - investigating and securing procurement rights relating to products and/or services
  - identifying options for leasing or owning business premises
- legal rights and obligations of alternative ownership structures

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- key features of workplace record-keeping processes and procedures that:
  - meet minimum legal and taxation requirements
  - maintain records in a secure and accessible manner
- key components of compliance procedures:
  - following taxation and industrial relations principles and requirements
  - updating and maintaining legal documents
  - investigating areas of non-compliance
  - monitoring provision of products and/or services
  - taking corrective action where necessary
- key steps in risk management process, including procedures for developing and implementing business risk treatment plan.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including internet access
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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BSBESB403 Plan finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify financial requirements of a business, including profit targets, cash flow projections and strategies to garner financial support.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to plan finances	1.1 Identify costs associated with production and delivery of business products and/or services 1.2 Set profit targets according to business venture requirements and workplace procedures 1.3 Calculate prices based on costs and profit targets, as a charge-out rate for labour or unit price for products and/or services 1.4 Calculate break-even sales point to assess viability of business venture 1.5 Evaluate and select pricing strategies in relation to market conditions to meet profit targets and according to workplace

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ELEMENT	PERFORMANCE CRITERIA
	procedures 1.6 Prepare projected profit statement to supplement business plan
2. Develop a financial plan	2.1 Identify working capital requirements necessary to attain profit projections 2.2 Identify non-current asset requirements and consider alternative asset management strategies 2.3 Prepare cash flow projections to enable business operation according to business plan and legal requirements 2.4 Identify capital investment requirements accurately for each operational period 2.5 Select budget targets to enable ongoing monitoring of financial performance
3. Plan to acquire finance	3.1 Identify start-up and ongoing financial requirements according to financial plan and budget 3.2 Identify sources of finance for required liquidity according to business goals and objectives and workplace procedures 3.3 Research and assess cost of securing finance on optimal terms 3.4 Develop strategies to obtain finance as required to ensure financial viability of business venture

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies, analyses and evaluates complex information from a range of sources
Writing	• Prepares written plans and workplace documentation that communicate information clearly and effectively
Numeracy	• Analyses numerical information to determine costs, prices, profit and losses, and other financial data
Self-management	• Identifies implications of legal and regulatory responsibilities for own work • Takes a range of constraints into account and adjusts, if necessary

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Unit Mapping Information

Supersedes and is equivalent to BSBSMB402 Plan small business finances.

Links

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Assessment Requirements for BSBESB403 Plan finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one financial plan that addresses financial requirements of a business or new business venture, including cash flow projections and a projected profit statement.

In the course of the above, the candidate must demonstrate that the plan:

- reflects legal requirements applicable to business
- includes strategies to monitor financial performance of business.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory requirements relating to business described in performance evidence
- process for conducting break-even analyses
- workplace procedures for:
  - costing for the business, including margin or mark-up, charge-out rates and unit costs
  - setting profit targets
  - identifying sources and investigating costs of securing appropriate financial assistance
- methods and relative costs of obtaining finance
- principles and procedures for preparing:
  - balance sheets
  - cash flow forecasts
  - profit and loss statements
  - financial plans
- purpose of financial reports
- accounting terminology required when planning finances for new business ventures

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- methods for analysing working capital cycles.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- software for financial calculations
- legislation and regulations relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBESB404 Market new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement a marketing strategy that is integrated into the business plan in order to improve the performance of a business venture. It involves analysing and interpreting market data.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop marketing strategy for business venture	1.1 Identify focus of marketing activities according to business plan objectives and products and/or services being provided 1.2 Establish marketing objectives in consultation with required people and according to business plan and workplace procedures 1.3 Identify customer base, target market and competitors according to identified marketing objectives 1.4 Establish and evaluate strategy to ensure ethical and cultural appropriateness and alignment with customer and industry expectations
2. Establish marketing	2.1 Assess product mix, volumes and pricing opportunities

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ELEMENT	PERFORMANCE CRITERIA
mix for the business venture	according to marketing focus and business plan objectives 2.2 Research and evaluate costs and benefits of available distribution channels and customer service strategies 2.3 Select marketing and promotional activities to suit target market and according to marketing strategies 2.4 Analyse customer journey to evaluate marketing mix
3. Implement marketing strategy	3.1 Plan marketing activities according to marketing objectives and strategy and budgetary requirements 3.2 Communicate roles and responsibilities to required people according to marketing plan and workplace procedures 3.3 Monitor implementation of marketing activities according to marketing plan 3.4 Assess use of digital devices, platforms and technologies for effectiveness in implementing marketing activities
4. Evaluate marketing performance	4.1 Assess business performance according to business plan objectives 4.2 Develop a plan to address performance gaps 4.3 Analyse stakeholder response to all aspects of marketing mix to improve targeting and outcomes 4.4 Assess changes in customer requirements in both online and offline environments, where applicable, and identify opportunities for improvement

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies, analyses and evaluates complex information from a range of sources
Writing	• Prepares plans and other workplace documentation using structure, layout and terminology appropriate to audience
Oral communication	• Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment • Uses questioning and listening to check and confirm understanding
Numeracy	• Analyses numerical information to determine budgetary requirements and product quantities • Uses a range of calculation methods to evaluate costs and benefits

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Skill	Description
Initiative and enterprise	• Reviews current situation and develops strategies to address improvements in marketing performance • Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues • Uses formal and informal processes to monitor implementation of solutions
Planning and organising	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency

Unit Mapping Information

Supersedes and is equivalent to BSBSMB403 Market the small business.

Supersedes but is not equivalent to BSBSMB409 Build and maintain relationships with small business stakeholders.

Links

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Assessment Requirements for BSBESB404 Market new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement a marketing strategy for a business or new business venture, addressing activities in the digital environment.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace processes and procedures for:
  - developing marketing objectives and marketing mix
  - identifying industry market trends relating to marketing new business ventures
  - communicating roles and responsibilities in marketing strategies to those involved
- key features of a marketing mix that addresses market and business venture needs and:
  - optimises sales and profit
  - evaluates costs and benefits
  - determines customer needs and promotional activities
- ethically and culturally appropriate practices relating to marketing new business ventures
- performance evaluation methods relating to marketing strategies
- methods of:
  - analysing costs and benefits of marketing strategies
  - monitoring customer satisfaction
  - conducting market analysis and research
- key features of current digital devices, platforms and technologies that achieve marketing objectives by engaging, responding to and monitoring customers.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including software for analysis of data
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBESB405 Manage compliance for small businesses

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement strategies for managing compliance obligations for small businesses. The unit requires broad knowledge of regulatory and legislative requirements used when developing these strategies.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine compliance obligations	1.1 Research internal and external compliance requirements and relevant Australian and international standards 1.2 Research codes of practice and material that interprets obligations and legislative requirements 1.3 Apply research information to determine relevance to business operations, products and services 1.4 Document compliance requirements, risks and consequences of possible breaches applicable to own business
2. Develop strategies to manage compliance requirements	2.1 Draft compliance management framework, prioritising areas where breaches have critical implications for the business 2.2 Validate draft compliance management framework using

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ELEMENT	PERFORMANCE CRITERIA
	external expertise and/or sources of advice according to workplace procedures 2.3 Allocate responsibilities for compliance functions according to compliance management framework and workplace procedures
3. Implement and monitor compliance management strategies	3.1 Select interval between cyclical compliance checks according to compliance management framework 3.2 Communicate compliance requirements to required people 3.3 Record timing and outcomes of compliance checks according to business requirements and workplace procedures 3.4 Take action to address non-compliances according to compliance management framework and confirm that non-compliances have been resolved
4. Conduct improvement in compliance management	4.1 Review outcomes of compliance checks to identify operational problems 4.2 Analyse non-compliances to determine modifications required 4.3 Update compliance management strategies based on information analysed 4.4 Communicate changes in compliance management strategies to relevant people

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies, analyses and evaluates information to determine legislative and regulatory requirements, trends and outcomes
Writing	• Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Oral communication	• Presents information and seeks advice using language appropriate to audience • Participates in discussions using listening and questioning to elicit advice and to clarify or confirm understanding
Numeracy	• Calculates numerical information relating to compliance obligations

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Skill	Description
Self-management	• Develops, monitors and modifies workplace procedures according to legislative requirements and organisational goals • Selects and uses appropriate conventions and protocols when seeking and/or sharing information • Uses systematic, analytical processes in setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria
Planning and organising	• Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements

Unit Mapping Information

Supersedes and is equivalent to BSBSMB418 Manage compliance for small business.

Links

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Assessment Requirements for BSBESB405 Manage compliance for small businesses

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop, implement, and monitor the effectiveness of strategies for managing at least three different compliance requirements for a small business.

In the course of the above, the candidate must:

- analyse small business operations to identify compliance requirements and their implications for the business
- develop compliance strategies that address regulatory and legislative requirements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- Australian and international standards, legislation, regulations, industry and organisational codes of practice specific to small business described in performance evidence
- external professional, industry based and government sources of advice and expertise
- key features of compliance management strategies relevant to small business
- methods for carrying out compliance checks and developing compliance strategies
- key components of compliance management frameworks
- workplace procedures for
  - accessing external expertise and advice
  - validating compliance management framework
  - allocating responsibilities for compliance functions within business
  - recording timing and outcomes of compliance checks.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- Australian and international standards, laws, regulations, industry and organisational codes and standards relating to business described in performance evidence
- business technology
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBESB407 Manage finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies, including by using new and emerging digital technologies and interpreting financial reports and other numerical data.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Entrepreneurship and Small Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement financial strategy	1.1 Identify financial information requirements and obtain specialist services, as required 1.2 Produce financial budgets or projections for each forward period, and distribute to required people according to legal requirements and workplace procedures 1.3 Develop a plan to negotiate and manage business capital to best enable implementation of the business plan 1.4 Develop and maintain strategies and enable adequate financial provision for taxation according to legal requirements 1.5 Develop, monitor and maintain client credit policies to maximise cash flow

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Select key performance indicators (KPIs) to enable ongoing monitoring of financial performance in line with business plan 1.7 Record and communicate financial procedures to required personnel to facilitate implementation of business plan according to workplace procedures
2. Monitor financial performance	2.1 Use available systems to monitor and report on financial performance targets, and analyse data to establish extent to which financial goals have been met 2.2 Monitor marketing and operational strategies for their effects on financial goals 2.3 Calculate and evaluate financial ratios according to own business and/or industry benchmarks
3. Review financial performance	3.1 Assess financial strategy to determine whether variations or alternative plans are needed according to workplace procedures, and change as required 3.2 Research and implement, with relevant personnel, new and emerging digital technologies to boost business profitability according to business plan

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral communication	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding
Numeracy	• Interprets numerical information to calculate required financial information
Self-management	• Identifies implications of legal and regulatory responsibilities for own work • Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Initiative and	• Uses formal and informal processes to monitor implementation of ideas and analyse outcomes

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Skill	Description
enterprise	
Planning and organising	• Develops plans to manage relatively complex, non-routine tasks that may contribute to longer-term operational and strategic goals

Unit Mapping Information

Supersedes and is equivalent to BSBSMB421 Manage small business finances.

Links

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Assessment Requirements for BSBESB407 Manage finances for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement a financial strategy for at least one business or new business venture according to business plan and goals.

In the course of the above, the candidate must:

- adhere to legal requirements
- produce financial projections, including cash flow estimates
- develop a plan to negotiate and manage business assets and financial capital
- define strategies for debt collection and contingencies for debtors
- manage cash flow
- define key indicators for financial performance
- communicate with required people
- seek specialist services, where required
- monitor the financial performance of the business and make changes to strategy as required
- identify opportunities to implement new and emerging digital technologies to support the financial management of the business.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory financial requirements that apply to new business venture described in performance evidence
- key purposes of financial reports
- components of financial budgets or projections, including cash flow estimates
- workplace procedures for:
  - recording and communicating financial procedures to required personnel

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    - distributing financial budgets and projections
    - using digital technologies to monitor and report on financial performance targets and analyse data
    - assessing and changing financial plan
- forms, channels and modes of communication used in relation to managing business finances
- key features of business and industry benchmarking used to evaluate financial ratios
- key features of financial decision-making relevant to the business, including:
    - strategies that enable adequate financial provision for taxation
- components of client credit policies, including contingencies for debtors in default
- key features of significant financial indicators
- key features of balance sheet preparation and interpretation
- key features of debt collection procedures and strategies
- key features of profit and loss statement preparation and interpretation
- key features of stock records and stock control relevant to the business.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business equipment and resources, including business technology
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIA301 Maintain financial records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts and may exercise discretion and judgement using appropriate theoretical knowledge of financial records.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Maintain daily financial records	1.1 Correctly maintain daily financial records in accordance with organisational and legislative requirements for accounting purposes 1.2 Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organisational and legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Accurately credit and debit transactions and promptly enter into journals in accordance with organisational and legislative requirements
2 Maintain general ledger	2.1 Maintain general ledger in accordance with organisational and legislative requirements 2.2 Post transactions into general ledger in accordance with organisational and legislative reporting requirements 2.3 Reconcile systems for accounts payable and receivable with general ledger 2.4 Accurately prepare trial balance from general ledger in accordance with organisational and legislative requirements
3 Monitor cash control	3.1 Ensure cash flow is accurately accounted for in accordance with organisational and legislative requirements 3.2 Make and receive payments in accordance with organisational and legislative requirements 3.3 Collect or follow up outstanding accounts within designated timelines 3.4 Check payment documentation for accuracy of information and despatch to creditors within designated timeline

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1-3.4	• Recognises and interprets numerical and textual information to determine and complete required activities
Writing	1.3, 2.1-2.4, 3.1-3.4	• Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material • Prepares clear and detailed information and instructions using format, structure and tone suitable to audience
Oral	1.2, 3.2, 3.3	• Explains financial issues and requirements clearly, using facts and examples, and uses listening and

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Communication		questioning techniques to obtain sequenced instructions
Numeracy	1.1-1.3, 2.1-2.4, 3.1-3.4	• Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals and arrange/compare numerical information
Navigate the world of work	1.1-1.3, 2.1-2.4, 3.1-3.3	• Recognises, understands and monitors adherence to legislative and organisational requirements in undertaking own work
Interact with others	3.3, 3.4	• Understands the importance of using appropriate practices and protocols when handling confidential information
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4	• Takes responsibility for own workload and monitors adherence to specified goals and timelines • Uses digital technologies to access, record, store, organise and compile data as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA301 Maintain financial records	BSBFIA301A Maintain financial records	Updated to meet Standards for Training Packages Minor edits to clarify meaning of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIA301 Maintain financial records

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- maintain daily transactions and identify and respond to discrepancies and errors
- transfer and record financial data accurately
- reconcile expenditures and revenue in a timely manner.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, codes of practice and national standards that may affect financial record keeping
- discuss organisational policies and procedures relating to maintaining financial records
- define credits/creditors and debits/debtors
- describe principles of double entry bookkeeping and accrual accounting
- identify methods of presenting financial data.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of source documents relating to financial record keeping
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIA302 Process payroll

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to process payroll from provided data using manual and computerised payroll systems.

It applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Record payroll data	1.1 Check payroll data and clarify discrepancies with designated persons 1.2 Enter employee pay period details and any deductions and allowances in payroll system in accordance with source documents 1.3 Calculate payment due to individual employees to reflect standard pay and variations in accordance with employee source

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ELEMENT	PERFORMANCE CRITERIA
	data
2 Prepare payroll	2.1 Prepare payroll within designated timelines and in accordance with organisational policy and procedures 2.2 Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3 Make arrangements for payment in accordance with organisational and individual requirements 2.4 Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5 Produce, check and store payroll records in accordance with organisational policy and security procedures 2.6 Follow security procedures for processing payroll and for maintaining payroll records
3 Handle payroll enquiries	3.1 Respond to payroll enquiries in accordance with organisational and legislative requirements 3.2 Provide information in accordance with organisational and legislative requirements 3.3 Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution 3.4 Complete additional information or follow-up action within designated timelines in accordance with organisational policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.6, 3.1-3.4	• Interprets a range of textual information to determine activities required
Writing	1.1-1.3, 2.1-2.6, 3.1-3.4	• Accurately records textual information and maintains personal and banking details using format, language and structure in context

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Oral Communication	1.1, 3.1-3.4	• Explains financial issues clearly using terminology and tone appropriate to audience • Uses questioning and listening skills in verbal exchanges to clarify information
Numeracy	1.1-1.3, 2.1, 2.2, 2.5. 3.1-3.3	• Uses a limited range of mathematical calculations to calculate and reconcile amounts and arrange/compare numerical information
Navigate the world of work	1.2, 1.3, 2.1, 2.3-2.6, 3.1, 3.2, 3.4	• Adheres to legislative requirements and organisational policies and procedures relevant for own work
Interact with others	1.1, 2.2, 3.1-3.3	• Selects the appropriate mode of communication for a specific purpose • Collaborates with others to achieve predetermined goals
Get the work done	1.1-1.3, 2.1-2.6, 3.2, 3.4	• Takes responsibility for own workload and monitors adherence to specified goals and timelines • Recognises and takes responsibility for resolving problems relevant to own role • Takes responsibility for routine low-impact decisions within familiar situations • Uses digital technologies to access, record, store, organise and compile data as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA302 Process payroll	BSBFIA302A Process payroll	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIA302 Process payroll

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and perform payroll calculations in accordance with all legislative and organisational requirements, and predetermined timelines
- refer enquiries outside area of responsibility to an appropriate authority.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, standards and codes of practice that may affect payroll operations
- outline relevant organisational policies and procedures
- list the different types of payroll systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer with relevant software
- payroll data (samples or actual
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIA303 Process accounts payable and receivable

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable.

It applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Maintain financial journal systems	1.1 Check source documents for accuracy and appropriate authorisation 1.2 Refer errors and discrepancies in source documents for resolution in accordance with organisational policy and procedures 1.3 Enter transactions into cash and credit journal system in accordance with organisational policy and procedures and relevant

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ELEMENT	PERFORMANCE CRITERIA
	legislation and compliance requirements 1.4 Total credit journals in accordance with organisational policy and procedures
2 Prepare bank reconciliations	2.1 Check cash journals against bank statements to identify differences 2.2 Update cash journals with relevant data from bank statement/s 2.3 Identify discrepancies and refer to appropriate staff member, organisation or agency 2.4 Total cash journals in accordance with organisational policy and procedures 2.5 Prepare regular reconciliation reports within designated timelines
3 Maintain accounts payable and accounts receivable systems	3.1 Enter transactions into individual accounts payable and accounts receivable in accordance with organisational policy and procedures and accounting requirements 3.2 Prepare schedules of accounts payable and accounts receivable for reconciliation purposes and in accordance with organisational requirements 3.3 Reconcile accounts payable and accounts receivable schedules with journal data or general ledger and in accordance with organisational requirements
4 Process payments for accounts payable	4.1 Reconcile accounts payable statements with accounting records and in accordance with organisational policy and procedures 4.2 Check payment documentation for accuracy of information and discrepancies and rectify errors in accordance with organisational requirements
5 Prepare statements for accounts receivable	5.1 Produce and check accounts receivable statements for accuracy in accordance with organisational policy and procedures 5.2 Rectify discrepancies and statements despatched within designated timelines
6 Follow up outstanding accounts	6.1 Maintain accounts receivable ledger system in accordance with organisational requirements and to reflect current credit situation 6.2 Conduct aged-analysis of accounts receivable to identify outstanding accounts and to determine collection procedures in accordance with organisational requirements 6.3 Report or follow up outstanding accounts in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy and procedures 6.4 Monitor and review credit terms in accordance with credit policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4	• Interprets textual information from a range of sources to confirm all necessary job requirements • Checks documents to identify errors or discrepancies
Writing	1.2-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.2, 6.1-6.4	• Prepares a range of clear documentation using relevant format, grammatical structure and vocabulary suitable to audience
Oral Communication	1.2, 2.3, 6.3	• Uses questioning and listening techniques to clarify information • Explains information clearly using appropriate terminology and tone
Numeracy	1.1-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4	• Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals • Arranges/compares numerical information
Navigate the world of work	1.1-1.4, 2.4, 2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.2, 2.3, 6.3	• Seeks the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Plays an active role in workgroup discussions, paying some attention to the perspective of others
Get the work done	1.2-1.4, 2.1-2.5, 3.1-3.3, 4.1-4.3, 5.1, 5.2, 6.1-6.4	• Plans a range of routine and non-routine tasks recognising stated goals and aiming to achieve them within specified timeframes • Recognises predictable problems and applies formal problem-solving processes or seeks advice from

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		others, as relevant • Automatically implements standard procedures for routine decisions • Uses digital technologies to access, record, store, organise and compile data and present reports as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA303 Process accounts payable and receivable	BSBFIA303 Process accounts payable and receivable	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIA303 Process accounts payable and receivable

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- accurately enter data into journal and subsidiary ledger system
- maintain journals and subsidiary ledger systems
- reconcile subsidiary ledger system with journal or general ledger data
- complete all tasks in accordance with legal and organisational responsibilities, within scope of own responsibility.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list key provisions of relevant legislation and regulations, standards and codes of practice that may affect aspects of financial operations
- briefly describe the organisational accounting systems and procedures
- explain how to check for errors or discrepancies
- list and describe tasks that are outside own scope of responsibility.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary legers

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- workplace reference materials such procedural manuals and company policy
- case studies and, where possible, real situations..

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBFIA304 Maintain a general ledger

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain a computerised or manual general ledger system within an organisation, including processing journal entries and preparing a trial balance.

It applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff with delegated responsibilities relating to general ledger maintenance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Process journal entries	1.1 Prepare general journal entries from source journals in accordance with accounting requirements, organisational policy, procedures and legislative accounting standards 1.2 Post journal entries into general ledger system in accordance with organisational policy, procedures and accounting standards 1.3 Reconcile accounts payable and accounts receivable subsidiary

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ELEMENT	PERFORMANCE CRITERIA
	ledger systems with general ledger 1.4 Ensure processing maintains the accounting equation and is completed within designated timelines
2 Prepare a trial balance	2.1 Prepare trial balance of general ledger system in accordance with organisational requirements and accounting standards, and ensure it is checked for accuracy 2.2 Identify and rectify irregularities or refer them for resolution when trial balance does not balance, in accordance with organisational policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2	• Interprets a range of textual information to determine all job requirements
Writing	1.1-1.3, 2.1, 2.2	• Integrates data from different sources and records numerical information in a suitable format for context and purpose of material • Uses factual and suitable financial language to refer issues and inconsistencies in data
Oral Communication	2.2	• Explains issues clearly using industry-specific and factual vocabulary
Numeracy	1.1-1.3, 2.1, 2.2	• Uses a limited range of mathematical calculations to reconcile amounts and arrange/compare numerical information
Navigate the world of work	1.1, 1.2, 2.1, 2.2	• Recognises, understands and applies applicable industry standards and organisational policies and procedures in the conduct of own work
Interact with others	2.2	• Recognises the strengths and expertise of others and seeks their assistance as required
Get the work done	1.1-1.4, 2.1, 2.2	• Plans and completes tasks according to set guidelines and timelines • Recognises and addresses problems in the context of

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		own work and seeks advice from others, as necessary • Uses digital technologies to access, record, store, organise and compile data as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA304 Maintain a general ledger	BSBFIA304A Maintain a general ledger	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIA304 Maintain a general ledger

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- accurately enter data
- reconcile subsidiary ledger systems with general ledger and prepare a trial balance
- implement double-entry principles
- systematically trace errors or refer them to appropriate people
- complete all tasks in accordance with accounting principles, legal and organisational responsibilities, and within scope of own responsibility.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list key provisions of relevant legislation and regulations, standards and codes of practice that may affect aspects of financial operations
- briefly describe the organisational accounting systems and procedures
- explain how to check for errors or discrepancies
- list and describe tasks that are outside own scope of responsibility.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software

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- examples of source journals
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances and reviewing and evaluating effectiveness of financial management processes.

It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance - Financial Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan financial management approaches	1.1 Access budget/financial plans for the work team 1.2 Clarify budget/financial plans with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3 Negotiate any changes required to be made to budget/financial

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ELEMENT	PERFORMANCE CRITERIA
	plans with relevant personnel within the organisation 1.4 Prepare contingency plans in the event that initial plans need to be varied
2 Implement financial management approaches	2.1 Disseminate relevant details of the agreed budget/financial plans to team members 2.2 Provide support to ensure that team members can competently perform required roles associated with the management of finances 2.3 Determine and access resources and systems to manage financial management processes within the work team
3 Monitor and control finances	3.1 Implement processes to monitor actual expenditure and to control costs across the work team 3.2 Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3 Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4 Report on budget and expenditure in accordance with organisational protocols
4 Review and evaluate financial management processes	4.1 Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team 4.2 Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3 Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.1-3.4, 4.2, 4.3	• Interprets and analyses information to determine activities required

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Writing	1.1, 1.4, 4.1-4.3	• Records information in correct forms and prepares materials which convey detailed and factual content in accordance with internal procedures
Oral Communication	1.2, 1.3, 2.1-2.3	• Presents information about financial issues and requirements to a range of audiences using structure and language to suit the audience • Uses active listening and questioning to clarify information and to confirm understanding
Numeracy	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1-4.3	• Uses a wide range of mathematical calculations to analyse numeric information in budgets or financial plans
Navigate the world of work	2.2, 3.3, 3.4, 4.3	• Recognises, understands and adheres to organisational requirements in undertaking own work
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 2.3, 4.2, 4.3	• Uses a range of strategies to connect, collaborate and cooperate with other work colleagues in activities requiring collective effort and diverse skills and knowledge
Get the work done	1.1, 1.4, 2.3, 3.1-3.4, 4.1-4.3	• Uses logical processes in planning, implementing and evaluating complex tasks and developing alternative strategies in achieving goals and timelines • Uses a range of digital technologies to access, filter, compile, integrate and logically present complex information from multiple sources

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIM501 Manage budgets and financial plans	BSBFIM501A Manage budgets and financial plans	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use financial skills to work with and interpret budgets, ageing summaries, cash flow, petty cash, Goods and Services Tax (GST), and profit and loss statements
- communicate with relevant people to clarify budget/financial plans, negotiate changes and disseminate information
- prepare, implement and modify financial contingency plans
- monitor expenditure and control costs
- support and monitor team members
- report on budget and expenditure
- review and make recommendations for improvements to financial processes
- meet record keeping requirements for the Australian Taxation Office (ATO) and for auditing purposes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe basic accounting principles
- identify and explain the relevant legislation and current requirements of the Australian Taxation Office, including the Goods and Services Tax (GST)
- explain the key requirements for financiall record keeping and auditing
- describe the principles and techniques involved in managing:
  - budgeting
  - cash flows
  - electronic spreadsheets

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- GST
- ledgers and financial statements
- profit and loss statements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- resources and documentation used in the workplace
- workplace policies and procedures
- workplace budgets and financial plans
- business technology
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIM502 Manage payroll

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish and monitor security procedures for managing organisational payroll services and to calculate and process salary payments, group taxation and related payments.

It applies to individuals, employed in a range of work environments, who are required to establish and work with payroll systems and may have responsibility for managing payroll systems and calculations.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Unit Sector

Finance – Financial Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Establish procedures for management of payroll	1.1 Establish procedures that ensure the confidentiality and security of payroll information 1.2 Ensure procedures guarantee substantiation of claims for

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ELEMENT	PERFORMANCE CRITERIA
	allowances 1.3 Establish control measures to safeguard organisation's financial resources in accordance with legislative and organisational requirements 1.4 Establish systems to ensure statutory obligations are met and records are kept for the period determined by government legislation
2 Prepare payroll data	2.1 Use nominated industrial awards, contracts and government legislation to calculate gross pay and annual salaries 2.2 Calculate statutory and voluntary deductions using government and employee documentation 2.3 Provide payroll data to payroll processor for calculation within designated timelines
3 Authorise payment of salaries	3.1 Check payroll, and authorise salaries and wages for payment in accordance with organisational policy and procedures 3.2 Reconcile salaries, wages and deductions in accordance with organisational policy and procedures 3.3 Deal with salary, wage and related enquiries in accordance with organisational policy and procedures
4 Administer salary records	4.1 Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements 4.2 Forward periodic deductions to nominated creditors within designated timelines 4.3 Prepare and dispatch payments to government authorities accurately and in accordance with relevant government legislation 4.4 Calculate and transcribe group tax amounts and make payments in accordance with taxation procedures 4.5 Prepare and reconcile employee group certificate amounts from salary records

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Reading	1.1-1.4, 2.1, 2.2, 3.1-3.3, 4.1-4.5	• Identifies and interprets information from organisational policies, legislative and industry-related material
Writing	1.1, 1.3, 1.4, 2.3, 3.1, 3.3, 4.1, 4.3-4.5	• Records data accurately using relevant format, style and language suited to context and audience • Prepares specific information which clearly conveys an understanding of outcomes and uses terminology appropriate to present to relevant personnel
Oral Communication	2.3, 3.3	• Articulates information concisely using appropriate terminology, tone and style • Uses questioning and listening techniques to exchange and clarify information
Numeracy	2.1-2.3, 3.1- 3.3, 4.2-4.5	• Uses a wide range of mathematical calculations to analyse and compare numeric information • Makes calculations to ensure work is completed according to predetermined deadlines
Navigate the world of work	1.3, 1.4, 2.1-2.3, 3.1-3.3, 4.1, 4.3, 4.4	• Monitors adherence to legal and regulatory responsibilities and organisational policies and procedures
Interact with others	2.3, 3.3	• Recognises and applies the protocols governing what to communicate with who, and how, in a range of work contexts
Get the work done	1.1, 1.3, 1.4, 2.3, 3.3, 4.1-4.5	• Uses logical processes in planning, implementing and evaluating routine and non-routine tasks in achieving goals and timelines • Uses analytical skills to identify discrepancies and attempts to resolve the issues within the context of own responsibilities • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Understands the importance of secure information and privacy in relation to own work and takes responsibility for identifying and managing risk factors

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFIM502 Manage payroll	BSBFIM502A Manage payroll	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIM502 Manage payroll

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document steps undertaken to establish payroll system
- use data and calculations to reconcile salaries, wages and deductions in accordance with all legislative and organisational requirements
- create accurate payroll management records.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain key provisions of relevant legislation, standards, regulations and codes of practice that may affect aspects of payroll operations
- outline organisational policies and procedures across the full range of tasks for the required payroll processes.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- office equipment and resources
- workplace policies and procedures
- samples of financial data

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- business technology
- payroll system
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIM601 Manage finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake budgeting, financial forecasting and reporting and to allocate and manage resources to achieve the required outputs for the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity.

It applies to individuals who have managerial responsibilities which include overseeing the management of financial and other resources across a business unit, a series of business units or teams, or an organisation. It covers all areas of broad financial management. In a larger organisation this work would be supported by specialists in financial management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for financial management	1.1 Review and analyse previous financial data to establish areas which have generated a profit or loss 1.2 Undertake research to review reasons for previous profit and loss 1.3 Review business plan to establish critical dates and initiatives that will require or generate resources in the next financial cycle

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Analyse cash flow trends 1.5 Review statutory requirements for compliance and liabilities for tax 1.6 Review existing software and its suitability for financial management
2 Establish budgets and allocate funds	2.1 Use previous financial data to determine allocations for resources 2.2 Make informed estimates of new items for inclusion in budget 2.3 Prepare budgets in accordance with organisational requirements and statutory requirements
3 Implement budgets	3.1 Circulate budgets and ensure managers and supervisors are clear about budgets, reporting requirements and financial delegations 3.2 Manage risks by checking there are no opportunities for misappropriation of funds and that systems are in place to properly record all financial transactions 3.3 Review profit and loss statements, cash flows and ageing summaries 3.4 Revise budgets, as required, to deal with contingencies 3.5 Maintain audit trails to ensure accurate tracking and to identify discrepancies between agreed and actual allocations 3.6 Ensure compliance with due diligence
4 Report on finances	4.1 Ensure structure and format of reports are clear and conform to organisational and statutory requirements 4.2 Identify and prioritise significant issues in statements, including comparative financial performances for review and decision making 4.3 Prepare recommendations to ensure financial viability of the organisation 4.4 Evaluate the effectiveness of financial management processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Reading	1.1-1.6, 2.1-2.3, 3.2-3.5, 4.1-4.4	• Interprets, analyses and evaluates complex information to determine and adhere to organisational or legislative requirements and to assist with financial decision making
Writing	1.1-1.6, 2.1- 2.3, 3.1-3.5, 4.1-4.3	• Develops and records information which incorporates a detailed analysis of factual and forecasted information • Prepares documents using format, content and layout appropriate to audience, purpose and regulatory requirements
Oral Communication	3.1	• Explains financial decisions and outcomes clearly and uses listening and questioning techniques to exchange information and obtain agreement
Numeracy	1.1-1.6, 2.1-2.3, 3.2-3.5, 4.1-4.2	• Reviews and analyses numerical data embedded in organisational documentation and legislation • Compares and contrasts complex numerical data to analyse and evaluate financial position and processes. • Uses appropriate formulae to analyse financial data to assess and manage risk and identify discrepancies
Navigate the world of work	1.5, 2.3, 3.6, 4.1	• Recognises, understands and adheres to legislative and organisational requirements in undertaking own work
Interact with others	3.1	• Selects and uses appropriate conventions and protocols when communicating with supervisors and managers to share information or seek agreement
Get the work done	1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1-4.4	• Uses logical processes in planning, implementing and evaluating complex tasks to achieve stated goals • Uses formal analytical thinking techniques to identify issues, investigate underlying causes and generate possible solutions, seeking input from others as required • Uses a range of digital technology to access, filter, compile, integrate and logically present complex information from multiple sources • Investigates new digital technologies and applications to manage and manipulate data

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFIM601 Manage finances	BSBFIM601A Manage finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIM601 Manage finances

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan for financial management
- read and review profit and loss statements, cash flows and aging summaries
- prepare, implement and revise a budget which aligns with the business plan, is based on research and analysis of previous financial data and cash flow trends, and meets all compliance requirements
- contribute to financial bids and estimates
- establish a budget and allocate funds in accordance with statutory and organisational requirements
- communicate with other people including:
  - reporting on financial activity and making recommendations
  - identifying and prioritising significant issues
  - ensuring managers and supervisors are clear about budgets.
- analyse the effectiveness of existing financial management approaches including reviewing financial management software, managing risks of misappropriation of funds, ensuring systems are in place to record all transactions, maintaining an audit trail and complying with due diligence.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the requirements for financial probity
- describe the principles of accounting and financial systems
- explain Australian, international and local legislation and conventions that are relevant to financial management in the organisation

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- outline the requirements of the Australian Tax Office, including Goods and Services Tax, Company Tax, Pay As You Go.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- financial data
- relevant legislation and Australian Tax Office requirements
- examples of business plans, profit and loss statements, cash flows and aging summaries
- organisational financial policies and procedures
- financial management software.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFRA301 Work within a franchise

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work within a franchise to contribute to the successful operation of the business within a framework of compliance requirements.

It applies to staff who currently work, or are interested in working, in franchised businesses. These staff may be in a broad range of roles, such as retail, trade or hospitality.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Franchising

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Clarify requirements for working within a franchise	1.1 Determine role and responsibilities as an employee 1.2 Clarify role and responsibilities with supervisor, line manager and/or owner, as appropriate 1.3 Evaluate own skills to determine training needs to meet role and responsibilities 1.4 Seek assistance from supervisor/line manager/owner to evaluate training needs 1.5 Request and negotiate any reasonable adjustments to meet

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ELEMENT	PERFORMANCE CRITERIA
	these identified needs
2 Clarify own contribution to meeting compliance requirements	2.1 Consult with supervisor/line manager/owner to determine compliance requirements falling within own role and responsibilities 2.2 Determine work plan and ensure scheduled actions to meet compliance requirements are included in this plan 2.3 Undertake required audits, checks and associated tasks as per schedule 2.4 Seek advice as required to resolve difficulties arising in performing scheduled tasks 2.5 Accurately complete workplace records involved in meeting compliance requirements in a timely manner
3 Review own contribution to franchise operations	3.1 Seek feedback from others to confirm own role and responsibilities are being met 3.2 Review own work to ensure required tasks are undertaken as per schedules and work plans 3.3 Identify and discuss with supervisor/line manager/owner any improvements in own work practices and those of others within the franchise 3.4 Provide assistance when requested by others within the franchise to meet their assigned roles and responsibilities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.3, 1.4	• Reviews own skills and seeks the opinions of others to determine training needs
Reading	1.1, 2.2, 2.3, 2.5, 3.2	• Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.5, 2.1-2.5, 3.1	• Prepares a range of texts using appropriate language and structure to communicate relevant information effectively

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Oral Communication	1.2, 1.4, 1.5, 2.1, 2.4, 3.1, 3.3, 3.4	• Uses listening skills to confirm understanding of requirements • Participates in verbal exchanges using appropriate tone and language
Numeracy	2.3	• Identifies and comprehends relevant mathematical information in familiar activities or texts
Navigate the world of work	1.1, 1.2, 2.1-2.3, 2.5	• May need guidance to identify the tasks and responsibilities associated with own role • Generally follows the compliance requirements immediately related to role
Interact with others	1.2, 1.4, 1.5, 2.1, 2.4, 3.1, 3.3, 3.4	• Seeks to cooperate with others to achieve results in immediate work context
Get the work done	1.1, 1.3, 2.2, 2.4, 2.5	• Takes responsibility for planning, sequencing and prioritising tasks to ensure they are completed within accepted timelines • Takes responsibility for routine low-impact decisions within familiar situations • Seeks assistance when problems are beyond immediate responsibilities or experience

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFRA301 Work within a franchise	BSBFRA301B Work within a franchise	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFRA301 Work within a franchise

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- evaluate current skills to determine training needs to fulfil own role
- work closely with other people to create and implement a work plan to meet compliance requirements
- keep accurate records for compliance in accordance with role requirements
- assist others to meet their roles and responsibilities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the methods used to check or audit work to ensure completion according to compliance requirements
- describe training opportunities that could enhance work practices
- outline auditing techniques to ensure work is being delivered according to a schedule
- describe the importance of teamwork in a franchise setting
- discuss the purpose of ongoing workplace reviews.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- business documentation
- relevant personnel.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBFRA402 Establish a franchise

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish a franchise from the initial research phase through to finalising a franchising agreement with the franchisor and opening the franchise for business.

It applies to potential franchisees who will operate under formal franchising agreements and focuses on the planning aspects of the establishment of a franchise.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Franchising

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify opportunities for establishing franchise	1.1 Research and identify franchising opportunities 1.2 Determine own interests and skills to assess suitability for identified opportunities 1.3 Determine requirements for establishing a specific franchise 1.4 Research and check viability and business record of franchisor in prospective franchise

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Enter into negotiations with a franchisor to establish a franchise
2 Complete business plan	2.1 Access business plan proforma, as appropriate 2.2 Consult franchisor and others in process of developing business planning documents 2.3 Research and determine financing options 2.4 Finalise financial planning for franchise 2.5 Undertake market analysis for franchise opportunity and complete marketing plan 2.6 Research and determine needs for premises in appropriate area 2.7 Compile relevant information into business plan
3 Identify and address learning needs	3.1 Determine required skills and knowledge to manage a franchise, and identify gaps for self and others 3.2 Seek assistance to assess and address learning needs and document these in the form of a learning plan 3.3 Determine training required by franchisor of a franchisee 3.4 Undertake learning plan and required training programs
4 Finalise agreements	4.1 Complete finance agreements 4.2 Access legal advice as required 4.3 Finalise and sign off franchising agreement 4.4 Obtain required permits for franchise operation 4.5 Finalise contracts and agreements with third parties
5 Prepare for opening of franchise	5.1 Obtain physical and human resources required to manage franchise 5.2 Undertake marketing activities associated with opening the franchise 5.3 Open the franchise for business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Learning	3.1, 3.2, 3.4	• Reviews own competencies and those of others to determine skill gaps and future training requirements
Reading	1.1, 1.4, 2.1-2.7, 3.1-3.4, 4.1-4.5, 5.1, 5.2	• Identifies and evaluates a variety of texts to determine business requirements
Writing	1.1, 1.4, 1.5, 2.3-2.7, 3.1-3.3, 4.1, 4.3, 4.5, 5.2	• Records results of analysis of information and consultations using clear and comprehensible language and layout • Prepares factual and informative content in documentation which meets requirements of purpose and audience
Oral Communication	1.5, 2.2, 3.2, 3.3, 4.2, 4.5	• Participates in verbal exchanges of information and elicits the view and opinions of others by listening and questioning • Articulates requirements clearly, based on language appropriate to audience and environment
Numeracy	2.4, 4.1	• Uses mathematical formula to calculate financial requirements and finalise official agreements
Navigate the world of work	1.4, 4.1-4.5	• Takes personal responsibility for establishing and adhering to legal/regulatory responsibilities relevant to own work context
Interact with others	1.5, 2.2, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Seeks guidance and assistance to address learning needs
Get the work done	1.1-1.4, 2.1, 2.3-2.6, 3.1, 3.3, 5.1, 5.2, 5.3	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Takes responsibility for the outcomes of decisions related directly to own role

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFRA402 Establish a franchise	BSBFRA402B Establish a franchise	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBFRA402 Establish a franchise

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine own suitability for franchise
- complete a business plan
- identify and plan learning needs
- apply knowledge of relevant legislation, codes of practice and national standards.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline legislation, regulations and codes of practice that effect franchise operations
- explain franchisee-specific obligations as per franchise agreement

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- office equipment and resources
- examples of real franchisee agreements and related documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFRA403 Manage relationship with franchisor

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required by the franchisee to manage the business relationship with the franchisor.

It applies to individuals who need to develop good working relationships with their franchisor within the Franchising Code of Conduct.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Franchising

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Establish relationship with franchisor	1.1 Identify the franchisor's representative/s or liaison person/s 1.2 Identify communication channels with the franchisor's representative/s or liaison person/s 1.3 Establish schedule of contact with the franchisor's representative/s or liaison person/s 1.4 Hold initial meeting with the franchisor's representative/s or liaison person/s to initiate ongoing relationship 1.5 Ensure participation in the franchisee advisory council meetings

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ELEMENT	PERFORMANCE CRITERIA
	and relevant activities
2 Determine services available from franchisor	2.1 Consult with the franchisor's representative/s or liaison person/s to determine range of services available through the franchisor 2.2 Establish schedule for accessing services of the franchisor 2.3 Access services available through the franchisor according to schedule and as needs arise in the course of business operations 2.4 Maintain currency of information relating to services available through the franchisor
3 Implement strategies for meeting franchisee's financial obligations	3.1 Identify franchisee's financial obligations to the franchisor 3.2 Develop and implement strategies and procedures to meet franchisee' financial obligations 3.3 Undertake planning to facilitate ongoing management of franchise
4 Resolve disputes with franchisor	4.1 Identify disputes with the franchisor and enter into negotiations with the franchisor's representative/s or liaison person/s in line with complaints handling procedure as described in the Franchising Code of Conduct 4.2 Seek assistance from third parties or mediators to facilitate resolution of disputes arising with the franchisor and in line with the complaints handling procedure 4.3 Resolve disputes and document courses of agreed action 4.4 Implement agreed courses of action to resolve disputes 4.5 Use lessons learned from disputes to guide future business operations and to facilitate positive relationships with the franchisor

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2-2.4, 3.1, 3.2, 4.2	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and organisational requirements

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Writing	1.3, 2.2, 2.4, 3.2, 4.2, 4.3	• Uses clear, specific and industry-related terminology to complete and update workplace documentation to convey explicit information, requirements and recommendations
Oral Communication	1.3-1.5, 2.1, 2.4, 4.1-4.3, 4.5	• Articulates requirements clearly using language appropriate to audience and environment • Uses active listening and questioning techniques to clarify and confirm understanding
Numeracy	3.1	• Identifies and comprehends relevant mathematical information to manage financial obligations and account for expenditures
Navigate the world of work	2.3, 3.2, 4.1	• Recognises, develops and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.2-1.5, 2.1, 4.1, 4.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Uses a range of strategies to establish a sense of connection with others • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1-1.3, 2.2-2.4, 3.1- 3.3, 4.1, 4.3-4.5	• Plans, organises and implements tasks required to achieve required outcomes in accordance with franchise arrangement • Applies formal problem solving skills to address issues, seeking expert assistance if required • Identifies some key principles that may be relevant in future situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFRA403 Manage relationship with franchisor	BSBFRA403B Manage relationship with franchisor	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFRA403 Manage relationship with franchisor

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate regularly and effectively with the franchisor and/or representatives
- identify and resolve disputes
- conduct financial planning to meet predetermined requirements
- make suggestions for improvements in future work.
- implement processes to manage the relationship between franchisor and self.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain franchise specific obligations as per franchise agreement, specifically financial obligations
- define the roles of others such as mediators/third parties
- explain various problem solving techniques that might be relevant to this specific context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- business documentation
- feedback from franchisor
- equipment and resources.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBGOV401 Implement board member responsibilities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake the diverse roles and responsibilities required of a board member.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources and who may provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Governance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify business of the organisation	1.1. Ensure the history of the organisation is known and understood 1.2. List and explain the core functions of the organisation 1.3. Explain the relationship between the organisation, stakeholders and other organisations/entities
2 Monitor operations	2.1. Identify and document outcomes for each operational area 2.2. Use information provided to review effectiveness and

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ELEMENT	PERFORMANCE CRITERIA
	efficiency of operations 2.3. Suggest changes to operations if necessary
3 Follow legal requirements when carrying out board duties	3.1. List and describe relevant provisions of the legislation under which the organisation operates 3.2. Adhere to relevant aspects of Corporations Law 3.3. Adhere to the constitution of the organisation 3.4. List and comply with workplace responsibilities 3.5. Comply with the terms and conditions of funding agreements
4 Monitor trends and changes in community	4.1. Attend community meetings, speaking on behalf of the board as required and delegated 4.2. Maintain information and awareness of key stakeholders and political issues 4.3. Ensure the board is informed of identified community and stakeholder needs 4.4. Review policies with changing community needs, and incorporate into operations as required
5 Receive and act on community and stakeholder feedback	5.1. Receive and document feedback from the community and stakeholders about services 5.2. Evaluate feedback 5.3. Deal with feedback in accordance with policies and procedures, and in consultation with management 5.4. Document and support decisions of management

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.1, 2.2, 3.1, 4.2, 4.4, 5.3	• Interprets textual information from relevant sources to identify compliance, political climate and stakeholder awareness
Writing	1.1-1.3, 2.1, 3.1, 3.4,	• Completes personal notes and formal workplace documentation using clear and technically specific

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	4.3, 5.1, 5.4	language for different audiences and purposes
Oral Communication	1.1-1.3, 2.1, 3.1, 3.4, 4.3, 5.1, 5.4	• Articulates information clearly using language and tone appropriate to audience and environment • Uses active listening and questioning techniques to receive feedback and confirm understanding
Navigate the world of work	2.3, 3.1-3.5, 4.2, 4.4, 5.3	• Ensures knowledge of legislative requirements and products is kept up-to-date in order to provide accurate information • Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements • Identifies issues that contravene relevant policies, procedures and legal requirements
Interact with others	4.1, 4.3, 5.1, 5.3	• Selects and uses appropriate conventions and protocols when communicating with various stakeholders and personnel in a range of work contexts • Cooperates with others and contributes to work practices where joint outcomes are expected
Get the work done	1.1, 2.1, 2.2, 5.2, 5.3	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals • Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations • Contributes to continuous improvement of current work practices by analysing and evaluating feedback

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBGOV401 Implement board member responsibilities	BSBGOV401A Implement board member responsibilities	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBGOV401 Implement board member responsibilities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consider relevant organisational and legislative parameters when making decisions affecting organisational and operational outcomes
- stay up to date with relevant political and community issues and communicate these clearly to the board
- respond to community and stakeholder opinions in consultation with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the history of the organisation relevant to the community and location
- list and describe key provisions of relevant legislation, regulations, standards and codes of practice that affect business operations
- outline the organisational constitution, codes of conduct, functions, policies and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – governance field of work and include access to:

- participation on an actual or simulated board
- office equipment and resources
- examples of relevant issues worked with by boards of governance
- examples of relevant documents.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBHRM404 Review human resource functions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake research that supports work across a range of human resource functional areas.

It applies to individuals who require a broad understanding of human resource functions, associated policy frameworks and the administrative requirements to support these functions and policies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Research human resources functions	1.1 Review business strategy and human resource strategy, clarify human resource issues for review, and document scope of review 1.2 Identify local, state or territory, national and international human resource networks for human resource professionals 1.3 Identify information sources for human resource data and information 1.4 Select a research strategy suitable to the topic and consult with

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ELEMENT	PERFORMANCE CRITERIA
	relevant personnel 1.5 Undertake research and review research findings
2 Review policy and procedures frameworks	2.1 Locate policies and procedures relevant to the organisation 2.2 Analyse strengths and weaknesses of policies and procedures 2.3 Consider legislation, regulations and standards that apply to the policies and procedures and the organisation 2.4 Identify sustainability issues that relate to human resource functions
3 Apply ethical framework	3.1 Review ethical requirements associated with the human resource function under review 3.2 Consider ethical obligations of human resource personnel working in the area under review 3.3 Document behaviours associated with working ethically in the area under review
4 Analyse human resource metrics	4.1 Select appropriate technology to gather workforce data and information to review human resource functions 4.2 Identify sources of workforce data 4.3 Collate and analyse data and establish key trends and critical information
5 Report research outcomes	5.1 Identify options for change suited to the organisation's culture, and any possible change barriers 5.2 Collate, analyse and document key findings of the review 5.3 Write report on outcomes of research 5.4 Develop recommendations for change

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1- 2.3, 3.1, 4.1, 4.3	• Critically evaluates and applies content from a range of structurally complex texts

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Writing	1.1, 3.3, 4.3, 5.2-5.4	• Develops a range of documentation using tone, structure and language suited to context and audience
Oral Communication	1.1, 1.4	• Asks questions to gather information and listens carefully to evaluate information • Uses appropriate vocabulary and tone in consultation process
Navigate the world of work	2.1-2.3, 3.1, 3.2	• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.4	• Selects and uses appropriate conventions and protocols when communicating with relevant personnel • Forms connections with others who can contribute to effective work outcomes
Get the work done	1.2-1.5, 2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 5.1	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM404 Review human resource functions	BSBHRM404A Review human resources functions	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM404 Review human resource functions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare reports reviewing key human resource functions applying all ethical, organisational and legislative considerations
- use appropriate technology to collect and analyse workforce data.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of legal and compliance requirements that apply to the organisation
- summarise relevant organisational policy and procedure frameworks
- summarise relevant ethical parameters
- explain how information technology can help analyse human resource metrics
- outline the roles and responsibilities of human resource practitioners.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- business and human resource strategies
- human resource policies and procedures, including ethical framework
- relevant legislation, regulations and codes of practice
- workforce data
- business technology

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

No licensing, legislative, or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for recruitment	1.1 Obtain approval to fill position, clarify time lines and requirement for appointment 1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations 1.3 Consult with relevant personnel about job descriptions and

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ELEMENT	PERFORMANCE CRITERIA
	workforce strategy 1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce 1.5 Obtain approvals to advertise position
2 Plan for selection	2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool 2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures 2.3 Consult with relevant personnel to convene selection panel and develop interview questions 2.4 Assist in ensuring that interview questions comply with legislative requirements 2.5 Assist in short-listing applicants 2.6 Schedule interviews and advise relevant people of times, dates and venues
3 Support selection process	3.1 Participate in interview process and assess candidates against agreed selection criteria 3.2 Discuss assessment with other selection panel members 3.3 Correct biases and deviations from agreed procedures and negotiate for preferred candidate 3.4 Contact referees for referee reports 3.5 Prepare selection report and make recommendations to senior personnel for appointment 3.6 Advise unsuccessful candidates of outcomes and respond to any queries 3.7 Secure preferred candidate's agreement 3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements
4 Induct successful candidate	4.1 Provide successful candidate with employment contract and other documentation 4.2 Advise manager and work team of new appointment 4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping 4.4 Arrange successful candidate's induction according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.4, 2.5	• Synthesises ideas, concepts and specific information from workplace and regulatory texts to inform development of workplace documents • Evaluates information to make judgements
Writing	1.1, 1.2, 1.5, 2.2, 3.5, 3.6, 3.8, 4.2, 4.3	• Produces a range of text types using specific information, workplace conventions and templates
Oral communication	1.1, 1.3, 1.5, 2.3, 2.5, 3.1-3.5. 3.7	• Asks questions and listens carefully to gather, interpret or evaluate information • Uses appropriate vocabulary to present ideas or persuasive arguments
Navigate the world of work	1.2, 1.4, 2.4, 3.3, 3.8, 4.1, 4.4	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	1.3, 2.3, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with personnel, candidates or referees • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	2.1, 2.3, 2.6, 4.1, 4.3, 4.4	• Selects and uses digital technology to access, enter, store and retrieve information in accordance with security requirements • Takes responsibility for planning and implementing tasks for efficient and effective outcomes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM405 Support the recruitment, selection and induction of staff	BSBHRM405A Support the recruitment, selection and induction of staff	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare job descriptions
- use job descriptions to support sourcing, selecting and appointing suitable staff
- use different advertising channels to promote vacancies and/or establish a potential talent pool
- consult with managers to gain approvals
- develop selection criteria and interview questions in consultation with relevant personnel
- schedule interviews and advise relevant people of times, dates and venues
- participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them
- obtain referees' reports
- prepare and distribute a selection report including feedback to give unsuccessful candidates
- advise unsuccessful candidates of the results
- secure preferred candidate’s agreement and provide an employment contract
- advise other staff of the successful candidate and arrange induction.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify documentation required for recruitment, selection and induction
- explain human resources life cycle and the place of recruitment and selection
- identify legislation relevant to recruitment, selection and induction of staff
- describe channels and technology to advertise vacancies

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- explain a range of interviewing techniques and other selection processes and their application.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- workplace policies and procedures
- business technology
- position descriptions
- legislation, regulations, Codes and Standards relevant to staff recruitment, selection and induction
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM413 Support the learning and development of teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

The unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – Human Resources

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to needs development	1.1 Collect information on performance of team members from relevant sources 1.2 Identify individual and team learning and development needs in line with organisational requirements 1.3 Confirm learning plans meet individual and group training and development needs 1.4 Provide opportunities to individuals to self-evaluate performance and identify areas for improvement
2. Support implementation of	2.1 Develop collaborative learning plans to match skill needs of individuals and groups and match the competency standards

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ELEMENT	PERFORMANCE CRITERIA
learning and development	relevant to the industry 2.2 Ensure learning delivery methods are relevant to the participants 2.3 Identify and coordinate workplace learning opportunities to facilitate individual and team achievement of competencies 2.4 Identify and manage resources and timelines relevant for learning activities according to organisational requirements
3. Monitor and evaluate workplace learning	3.1 Monitor learning plans to improve the efficiency and effectiveness of learning 3.2 Seek feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.3 Assess and record outcomes and performance of individuals and teams to determine the effectiveness of development programs and the extent of additional development support 3.4 Document and maintain records and reports of competency according to organisational requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others
Reading	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives • Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts

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SKILL	DESCRIPTION
Self-management	• Recognises and responds to explicit and implicit organisational procedures and protocols • Understands how own role meshes with others and contributes to broader goals
Teamwork	• Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Problem solving	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Supersedes and is equivalent to BSBLED401 Develop teams and individuals.

Supersedes but is not equivalent to:

- BSBFLM311 Support a workplace learning environment
- BSBLED301 Undertake e-learning.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM413 Support the learning and development of teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- contribute to, facilitate and monitor learning and development for at least one team and for at least one individual.

In the course of the above, the candidate must:

- collect data on team and individual and team development needs
- collaboratively develop learning plans to match skill needs of individuals and groups
- coordinate learning opportunities
- give and receive feedback during the implementation of learning plans
- monitor and review workplace learning plan implementation plans.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- facilitation techniques to support team development and improvement
- organisational policies, plans and procedures for developing teams
- career paths and competency standards relevant to the industry
- key sources of information relevant to inform development needs
- key features of learning and development methods.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- learning and development plans, policies and procedures.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM501 Manage human resource services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, manage and evaluate delivery of human resource services, integrating business ethics.

It applies to individuals with responsibility for coordinating a range of human resource services across an organisation. They may have staff reporting to them.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Determine strategies for delivery of human resource services	1.1 Analyse business strategy and operational plans to determine human resource requirements 1.2 Review external business environment and likely impact on organisation's human resource requirements 1.3 Consult line and senior managers to identify human resource needs in their areas 1.4 Review organisation's requirements for diversity in the workforce

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Develop options for delivery of human resource services that comply with legislative requirements, organisational policies and business goals 1.6 Develop and agree on strategies and action plans for delivery of human resource services 1.7 Agree and document roles and responsibilities of human resource team, line managers, and external contractors
2 Manage the delivery of human resource services	2.1 Develop and communicate information about human resource strategies and services to internal and external stakeholders 2.2 Develop and negotiate service agreements between the human resource team, service providers and client groups 2.3 Document and communicate service specifications, performance standards and timeframes 2.4 Identify and arrange training support if required 2.5 Agree on, and arrange monitoring of quality assurance processes 2.6 Ensure that services are delivered by appropriate providers, according to service agreements and operational plans 2.7 Identify and rectify underperformance of human resource team or service providers 2.8 Identify appropriate return on investment of providing human resource services
3 Evaluate human resource service delivery	3.1 Establish systems for gathering and storing information needed to provide human resource services 3.2 Survey clients to determine level of satisfaction 3.3 Capture ongoing client feedback for the review processes 3.4 Analyse feedback and surveys and recommend changes to service delivery 3.5 Obtain approvals to variations in service delivery from appropriate managers 3.6 Support agreed change processes across the organisation
4 Manage integration of business ethics in human resource practices	4.1 Ensure personal behaviour is consistently ethical and reflects values of the organisation 4.2 Ensure code of conduct is observed across the organisation, and its expectations are incorporated in human resource policies and practices 4.3 Observe confidentiality requirements in dealing with all human

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ELEMENT	PERFORMANCE CRITERIA
	resource information 4.4 Deal promptly with unethical behaviour 4.5 Ensure all persons responsible for human resource functions understand requirements regarding their ethical behaviour

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4-1.6, 2.6, 2.8, 3.4, 4.2, 4.3	• Critically evaluates and applies content from a range of structurally complex texts
Writing	1.5, 1.7, 2.1-2.3, 3.1, 3.3	• Develops a range of documentation using tone, structure and language suited to context and audience
Oral Communication	1.3, 2.2, 3.2	• Asks questions to gather information and listens carefully to evaluate information • Uses appropriate vocabulary and tone in negotiations
Numeracy	2.3, 2.8	• Makes basic calculations to ensure work output meets predetermined timeframes • Selects from an expanding range of mathematical strategies when analysing investment policies
Navigate the world of work	1.1, 1.2, 1.4, 1.5, 2.6, 4.1, 4.2, 4.3	• Considers and adheres to organisational policies and procedures when developing plans and strategies • Monitors adherence to legislative and organisational requirements • Appreciates the implications of ethical, legal and regulatory responsibilities related to own work • Considers own role in terms of its contribution to broader goals of the work environment
Interact with others	2.1-2.3, 2.5, 2.7, 3.5, 4.4, 4.5	• Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate to whom, why and how • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction

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Get the work done	1.1, 1.2, 1.5, 1.6, 2.4, 2.6, 2.7, 3.1, 4.3	• Develops plans for complex, high-impact activities with organisational implications • Uses systematic, analytical processes to solve problems in complex, non-routine situations • Uses analytical processes to decide on a course of action, establishing criteria for deciding between options, and seeking input and advice from others • Uses digital technologies and systems safely, legally and ethically when gathering, storing and accessing information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM501 Manage human resource services	BSBHRM501B Manage human resources services	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM501 Manage human resource services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and manage human resource delivery within legislative, organisational and business ethics frameworks
- communicate effectively with a range of senior personnel
- identify and arrange training support where appropriate
- calculate human resource return on investment within the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of legal and compliance requirements that apply to managing human resources
- summarise the organisation's code of conduct
- explain human resource strategies and planning processes and their relationship to business and operational plans
- describe performance and contract management
- explain how feedback is used to modify the delivery of human resources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- business strategy and operation plans
- business technology

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- legislation, regulations and codes of practice relevant to staff recruitment, selection and induction
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM502 Manage human resource management information systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage human resource information systems from the research and planning stages, through selection of appropriate systems, to implementation, ongoing review and system upgrades.

It applies to individuals with a well-established, sound theoretical knowledge base in human resource management and human resource information systems (HRIS) who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team. They may or may not have staff who report to them, but they are authorised to oversee the HRIS.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify human resource information requirements	1.1 Collect, collate and document information requirements of users 1.2 Identify communication processes to support user needs 1.3 Agree on information requirements and communication

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ELEMENT	PERFORMANCE CRITERIA
	processes with users and relevant managers 1.4 Develop a draft information systems management plan with agreed review mechanisms, timeframe and criteria 1.5 Specify information requirements in a clear and concise manner 1.6 Ensure information requirements are consistent with organisational objectives and policies 1.7 Identify resources required to meet the information requirements within budget parameters
2 Select human resource information management system	2.1 Agree on selection criteria for the information management system with relevant groups and individuals 2.2 Ensure that selection criteria for the system has the capability to meet organisation's objectives, policies and budget parameters 2.3 Evaluate potential systems against the criteria 2.4 Undertake cost benefit and risk analysis in relation to the systems which meet the selection criteria 2.5 Establish preferences for the system and provide selection report to senior managers 2.6 Ensure preferred system is capable of being customised to meet organisation and user requirements
3 Implement human resource information system	3.1 Develop implementation plan with users, other relevant groups and individuals 3.2 Confirm implementation plan's roles and responsibilities with individuals and groups involved 3.3 Assign resources to meet implementation plan timeframe, quality and other objectives 3.4 Modify implementation schedule to resolve any problems arising 3.5 Ensure groups and individuals contribute to implementation in accordance with plan objectives
4 Monitor and evaluate performance of human resource information system	4.1 Monitor information system performance and prepare performance reports 4.2 Obtain feedback from users about the system 4.3 Benchmark system performance and technical specifications against other systems, and latest trends and developments 4.4 Analyse performance gaps and current strategies and introduce

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ELEMENT	PERFORMANCE CRITERIA
	improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 1.6, 1.7, 2.2-2.4, 2.6, 3.3, 3.5, 4.1, 4.3, 4.4	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and organisational requirements
Writing	1.1, 1.3-1.5, 2.1, 2.5, 3.1, 3.3, 3.4, 4.1, 4.3, 4.4	• Demonstrates clear writing skills by selecting appropriate conventions and stylistic devices to express precise meaning relevant to context and audience
Oral Communication	1.3, 1.5, 2.1, 3.1, 3.2, 4.2	• Draws on a repertoire of open questioning and active listening to obtain feedback and confirm requirements • Uses appropriate terminology and non-verbal features to explain requirements
Numeracy	1.4, 1.7, 2.4	• Completes basic calculations to determine time taken to complete work within predetermined timelines • Prepares basic estimates, cost benefit and risk analyses according to pre-existing budgets
Navigate the world of work	1.6, 2.2, 2.6	• Adheres to all relevant organisational policies and procedures, and considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.3, 2.1, 3.2, 3.5	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1, 1.4, 1.7, 2.3, 2.5, 2.6, 3.3, 3.4, 4.1, 4.3, 4.4	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others • Monitors progress of plans and schedules, and reviews and changes them to meet new demands and priorities • Applies systematic and analytical decision-making processes for complex and non-routine situations • Uses evaluation and analysis as a means to continuously improve work practices and processes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM502 Manage human resource management information systems	BSBHRM502A Manage human resources management information systems	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM502 Manage human resource management information systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- assess written reports on human resource management information systems (HRIS)
- develop and implement a plan for a new HRIS in close consultation with others
- review the new system and make improvements where required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe monitoring, measuring and evaluation techniques for a range of human resource management functions
- outline procurement procedures, including preparation of a technical brief
- list the various types of HRIS available and their respective capabilities and limitations
- summarise key organisational protocols and processes applicable to managing a HRIS.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- documentation and resources normally used in the workplace
- case studies and, where possible, real situations
- workplace policies and procedures
- relevant legislation, regulations and codes of practice.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBHRM505 Manage remuneration and employee benefits

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement an organisation's remuneration and benefit plans. It incorporates all functions associated with remuneration, including packaging, salary benchmarking, market rate reviews, bonuses and the legislative aspects of remuneration and employee benefits.

It applies to individuals who are human resource managers responsible for overseeing an organisation's remuneration process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop organisation's remuneration strategy	1.1 Analyse strategic and operational plans to determine the scope of remuneration and benefits plans 1.2 Undertake research on current practice, recent developments

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ELEMENT	PERFORMANCE CRITERIA
	and legislative parameters for remuneration strategy 1.3 Develop options for consideration by relevant managers 1.4 Present options showing the link to organisational strategic objectives 1.5 Ensure remuneration policies and incentive plans are agreed and recorded 1.6 Ensure organisation is positioned as an employer of choice and regarded as a desirable workplace
2 Implement remuneration strategy	2.1 Research occupational groups to determine those which are industrial agreement based 2.2 Access or undertake market rates surveys regularly to ensure the organisation's required level of competitiveness for particular occupational groups is maintained 2.3 Align remuneration and benefits plans with performance management system 2.4 Ensure employees receive at least their minimum entitlements according to organisational policies and legal requirements 2.5 Ensure salary packages comply with organisational policies and legal requirements, including fringe benefits tax (FBT) and superannuation 2.6 Ensure incentive arrangements, if included, comply with the organisation's remuneration strategy
3 Review and update remuneration strategy	3.1 Consult managers and employees about the effectiveness of the remuneration strategy 3.2 Amend strategy and plans as necessary to meet organisational policies and legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.3, 2.5, 2.6, 3.2	• Evaluates and integrates facts and ideas to construct meaning from a range of text types

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Writing	1.2, 1.3, 1.5, 2.2, 2.3. 3.2	• Develops complex material for specific audiences using clear language and appropriate structure to convey explicit information, requirements and recommendations
Oral Communication	1.4, 1.5, 3.1	• Draws on a repertoire of open questioning and active listening skills when consulting others • Uses appropriate terminology and non-verbal features to present information or clarify understanding
Numeracy	1.1, 2.3, 2.4, 2.6,	• Analyses numerical information to determine employee remuneration and benefits according to a clear set of parameters
Navigate the world of work	1.2, 1.4, 1.6, 2.3-2.6, 3.2	• Adheres to relevant organisational policies, procedures and legislative requirements • Considers own role in terms of its contributions to broader goals of the work environment
Interact with others	1.4, 1.5, 3.1	• Uses effective presentation and collaboration skills to show options, negotiate agreement and gain feedback on policies
Get the work done	1.1, 1.3, 2.2, 2.3, 3.2	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others, taking into account capabilities, efficiencies and effectiveness • Applies systematic and analytical processes to determine appropriate models of remuneration and benefits for particular occupational groups and individuals • Uses evaluation and analysis of feedback to decide on improvements to strategy

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM505 Manage remuneration and employee benefits	BSBHRM505B Manage remuneration and employee benefits	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM505 Manage remuneration and employee benefits

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop remuneration strategies for different occupational groups
- manage remuneration and benefits in accordance with all legislative and ethical requirements and operational policies
- apply awards and agreements to remuneration processes
- apply requirements of the Australian Taxation Office in relation to income tax, superannuation reporting, FBT and bonus payments.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline remuneration principles or models and approaches
- explain the ethical practices relating to remuneration and benefits strategies
- outline various remuneration or employee benefits
- describe ways to position an organisation an 'employer of choice'
- outline award structures for industrial agreements
- summarise organisational policies and procedures affecting remuneration strategies
- identify relevant legislation, regulations and standards that may affect remuneration strategies
- list the requirements of the Australian Taxation Office in relation to:

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- income tax
- superannuation reporting
- FBT and bonus payments.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- an appropriate range of documentation and resources normally used in the workplace
- organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage all aspects of recruitment selection and induction processes in accordance with organisational policies and procedures.

It applies to individuals or human resource personnel who take responsibility for managing aspects of selecting new staff and orientating those staff in their new positions. It is not assumed that the individual will be directly involved in the selection processes themselves, although this may well be the case.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop recruitment, selection and induction policies and procedures	1.1 Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2 Develop recruitment, selection and induction policies and procedures and supporting documents 1.3 Review options for technology to improve efficiency and effectiveness of recruitment and selection process

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Obtain support for policies and procedures from senior managers 1.5 Trial forms and documents supporting policies and procedures and make necessary adjustments 1.6 Communicate policies and procedures to relevant staff and provide training if required
2 Recruit and select staff	2.1 Determine future human resource needs in collaboration with relevant managers and sections 2.2 Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in recruitment, selection and induction processes 2.3 Provide access to training and other forms of support to all persons involved in recruitment and selection process 2.4 Ensure advertising of vacant positions complies with organisational policy and legal requirements 2.5 Utilise specialists where necessary 2.6 Ensure selection procedures are in accordance with organisational policy and legal requirements 2.7 Ensure processes for advising applicants of selection outcome are followed 2.8 Ensure job offers and contracts of employment are executed promptly, and new appointments are provided with advice about salary, terms and conditions
3 Manage staff induction	3.1 Provide access to training and ongoing support for all persons engaged in staff induction 3.2 Check induction processes are followed across the organisation 3.3 Oversee management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4 Obtain feedback from participants and relevant managers on extent induction process is meeting its objectives 3.5 Make refinements to induction policies and procedures

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 2.4, 2.6, 2.7	• Critically evaluates and applies content from a range of complex texts to determine legislative and business requirements
Writing	1.2-1.6, 2.1, 3.3-3.5	• Demonstrates clear writing skills by selecting appropriate conventions and to express precise meaning relevant to context and audience
Oral Communication	1.4, 1.6, 2.1, 2.3, 3.3, 3.4	• Draws on a repertoire of open questioning and active listening when seeking feedback from others • Uses appropriate terminology and non-verbal features to present information and clarify understanding
Numeracy	2.8	• Analyses numerical information to determine employees' remuneration packages • Makes basic calculations to ensure work output is delivered in a timely manner
Navigate the world of work	1.1, 1.2, 1.5, 1.6, 2.4, 2.6	• Understands and adheres to relevant organisational policies and procedures • Develops or updates organisational policies to meet organisational objectives • Considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.4, 1.6, 2.1-2.3, 2.5, 2.7, 2.8, 3.1, 3.3, 3.4	• Seeks expert advice and skills training where required • Selects appropriate mode of communication for a specific purpose relevant to own role • Uses effective communication skills to liaise with a range of people across the organisation
Get the work done	1.1-1.3, 1.5, 1.6, 2.1, 2.3, 2.7, 2.8, 3.1, 3.2, 3.3	• Plans and implements tasks required to deliver timely outcomes, negotiating some key aspects with others • Monitors implementation of plans and adjusts as necessary • Considers whether and how often others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Analyses outcomes of decisions to identify improvement opportunities • Actively identifies systems, devices and applications with potential to meet current and future needs

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM506 Manage recruitment selection and induction processes	BSBHRM506A Manage recruitment selection and induction processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop or critically analyse a policy and procedures framework for recruitment, selection and induction
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the induction process
- comply with relevant legislation and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe recruitment and selection methods, including assessment centres
- explain the concept of outsourcing
- describe the purpose of employee contracts and industrial relations
- summarise relevant legislation, regulations, standards and codes of practice that may affect recruitment, selection and induction
- explain why terms and conditions of employment are an important aspect of recruitment
- explain the relevance of psychometric and skills testing programs to recruitment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

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- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM507 Manage separation or termination

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to deal with redeployment, resignation, retirement, dismissal and redundancy, including the conduct of exit interviews.

It applies to individuals who take responsibility for overseeing aspects of managing the voluntary and involuntary termination of employment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop policies and procedures for separation/termination of employment	1.1 Undertake research to determine features of best practice systems of separation/termination and the legal requirements 1.2 Undertake consultation with relevant managers prior to introduction of new forms, procedures or systems 1.3 Develop policies, procedures and supporting documentation for all forms of separation/termination 1.4 Ensure procedures for dismissal or termination respect employees, provide strict confidentiality and comply with

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ELEMENT	PERFORMANCE CRITERIA
	legislation 1.5 Obtain support for separation/termination policies and procedures from senior managers 1.6 Communicate policies and procedures, and provide supporting documents to relevant personnel 1.7 Use feedback to make refinements to policies, procedures and supporting documents for separation and termination
2 Manage separation/termination processes	2.1 Develop a redundancy or redeployment plan 2.2 Manage redundancies and redeployment and provide relevant information about processes so work outcomes are not compromised 2.3 Provide outplacement or other assistance in accordance with organisational policies and legal requirements 2.4 Ensure dismissals for incapacity to perform or misconduct comply with legislative and organisational requirements 2.5 Ensure human resource staff, managers and supervisors have necessary skills and knowledge to take disciplinary action 2.6 Review workforce data for predicted numbers of people retiring and make necessary plans 2.7 Review and evaluate separation/termination procedures regularly and introduce improvements
3 Manage exit interview process	3.1 Ensure separating employees are offered opportunity to participate in exit interviews 3.2 Ensure process for exit interviews is clear and that staff are skilled to conduct them 3.3 Ensure data from exit interviews is recorded and depersonalised 3.4 Analyse data from exit interviews to establish trends and patterns and introduce improvements across the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance

Skill	Performance	Description

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	Criteria	
Learning	2.5, 3.2	• Ensures staff have necessary skills and training to oversee employees terminations
Reading	1.1, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.6, 2.7, 3.2	• Critically evaluates and applies content from a range of texts to determine legislative and business requirements
Writing	1.1, 1.3, 1.6, 1.7, 2.1, 2.2, 2.6, 2.7, 3.3	• Records results of research for personal use • Uses a range of writing skills and techniques to create or edit organisational documentation in required format for a range of audiences • Creates records in required format and structure
Oral Communication	1.2, 1.5-1.7, 2.2, 2.5, 3.1, 3.2	• Uses appropriate terminology and non-verbal features when consulting others and presenting information • Uses open questioning and active listening skills when seeking feedback from others
Numeracy	2.6, 3.4	• Undertakes basic mathematical calculations to review and manipulate workforce data
Navigate the world of work	1.1, 1.4, 1.7, 2.3, 2.4, 2.7	• Identifies and adheres to legislative and organisational requirements relevant to role • Develops or updates policies and procedures to achieve organisational goals • Monitors adherence to organisational policies and procedures
Interact with others	1.2, 1.5, 2.5, 3.1, 3.2	• Collaborates with others to achieve outcomes, playing an active role in facilitating understanding of procedures
Get the work done	1.1, 2.1, 2.2, 2.7, 3.1	• Plans and implements tasks to achieve outcomes in accordance with legislative and organisational requirements • Uses systematic processes to gather and analyse the data needed to make decisions that affect the organisation • Uses consultation and analytical thinking to decide on improvements to work practices and processes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM507 Manage separation or termination	BSBHRM507A Manage separation or termination	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM507 Manage separation or termination

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- create policies and procedures to manage all aspects of employment termination according to legislative and organisational requirements
- communicate effectively with employees to ensure they are aware of their rights and responsibilities
- ensure staff have an appropriate skill-sets to conduct terminations
- use data from exit interviews to suggest organisational improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and describe disciplinary procedures
- describe employment contracts including terms and conditions
- outline procedures and grounds for dismissal, suspension, voluntary termination, retirement and redundancy
- summarise relevant industrial relations and employee dismissal legislation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice

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- business technology
- interaction with others
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM509 Manage rehabilitation or return to work programs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to process and analyse workers compensation and sick leave claims. It also covers the establishment of rehabilitation needs and return to work programs and their monitoring, review and evaluation.

It applies to individuals who manage claims and ensure that the organisation provides appropriate support for the worker.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Analyse claims	1.1 Ensure that the organisation has and maintains a current Workers' Compensation insurance policy (or equivalent) as required by the applicable legislation 1.2 Process claims in accordance with organisational policies and legal and insurance requirements 1.3 Dispute claims where insurer or organisational requirements are not met 1.4 Notify rehabilitation provider in accordance with organisational

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ELEMENT	PERFORMANCE CRITERIA
	procedures 1.5 Advise claimants as to whether their claim has been accepted 1.6 Analyse claims to identify the nature of the illness/injury and prepare report/s 1.7 Identify projected period of absence and where rehabilitation assistance is required and ensure arrangements are made in the work team to deal with absence
2 Establish rehabilitation/return to work program	2.1 Ensure consultation occurs between rehabilitation provider and treating doctor 2.2 Ensure consultation occurs between rehabilitation provider, relevant managers and employee 2.3 Consider job redesign, reduced hours and alternative duties in the light of medical advice 2.4 Design a rehabilitation/return to work program to achieve a successful return to work 2.5 Obtain approval for return to work program by relevant managers 2.6 Establish rehabilitation program with employee 2.7 Undertake risk analysis in relation to proposed program and mitigate risk where appropriate 2.8 Commence program as close to the time of the accident/illness as possible
3 Monitor/evaluate rehabilitation/ return to work program	3.1 Encourage regular feedback/communication between provider, supervising manager and employee 3.2 Organise regular contact and support between provider and employee 3.3 Identify breaches of the return to work program and take remedial action promptly 3.4 Refer return to work program to workers compensation authorities where breaches occur 3.5 Modify return to work program where appropriate if it is not delivering the required outcomes 3.6 Evaluate each rehabilitation/return to work program at its conclusion and implement recommendations for system improvement where appropriate

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.6, 1.7, 2.3, 2.4, 2.7, 3.6	• Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.4, 3.5, 3.6	• Records results of analysis in required formats • Prepares correspondence to a range of individual in required format • Uses vocabulary, grammatical structure and appropriate organisational conventions to ensure rehabilitation and return to work programs are effectively documented
Oral Communication	1.3, 1.4, 1.5, 1.7, 2.1, 2.2, 2.5, 2.6, 3.3, 3.4	• Uses appropriate vocabulary and non-verbal features in discussions with employees, insurance companies and rehabilitation providers when dealing with claims
Numeracy	2.3, 2.4, 2.7, 3.6	• Uses basic numeracy skills to determine the appropriate amount of hours for a return to work program • Selects and uses appropriate mathematical problem-solving strategies to undertake risk analysis and to evaluate the rehabilitation program
Navigate the world of work	1.1-1.4	• Ensures knowledge of legislative requirements and products is kept up to date in order to provide accurate information • Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation • Seeks to improve policies and procedures to better meet organisational goals
Interact with others	1.5, 1.7, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.4, 3.6	• Uses appropriate protocols and practices to communicate with a range of stakeholders • Implements strategies to discuss health matters sensitively with a range of people • Encourages collaboration between relevant stakeholders
Get the work done	1.1-1.4, 1.6, 1.7, 2.1-2.4, 2.6-2.8, 3.3-3.6	• Plans and organises complex tasks to ensure that that claims are properly processed and to keep the claimant informed

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		• Monitors progress of plans and schedules and reviews and changes them to meet new demands and priorities • Makes critical decisions in complex situations, taking a range of variables into consideration • Evaluates and analyses results of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM509 Manage rehabilitation or return to work programs	BSBHRM509A Manage rehabilitation or return to work programs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM509 Manage rehabilitation or return to work programs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- process and analyse workers compensation claims
- process and analyse sick leave claims
- establish, implement, monitor and review a rehabilitation needs and return to work program including
  - identifying breaches
  - liaising between the claimant, workers compensation authority, rehabilitation provider, doctor and workplace
  - determining the extent to which the program meets its objective in respect to timeframes, success rates, cost and impact on the organisation
- conduct a risk analysis of a return to work program and mitigate identified risks including
  - assessing the likelihood of a negative event preventing the program meeting its objectives and the likely consequences of such an event
  - action taken to reduce or eliminate identified risk
- assess the strengths and weaknesses of the organisation’s approach to rehabilitation return to work programs
- apply relevant legislation to return to work programs.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain rehabilitation concepts and return to work procedures
- identify and describe relevant legislation from all levels of government that affects rehabilitation and return to work programs

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- outline the role of workers compensation authorities and tribunal procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- documentation and resources normally used in the workplace
- case studies and, where possible, real situations
- workplace policies and procedures
- relevant legislation, regulations and codes of practice.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM512 Develop and manage performance management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and facilitate implementation of performance management processes and to coordinate individual or group learning and development to encourage effective employee performance.

This unit applies to individuals who are authorised to establish effective performance management processes for an organisation and who may have staff reporting to them.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop integrated performance-management processes	1.1 Analyse organisational strategic and operational plans to identify relevant policies and objectives to be addressed in **i**ntegrated performance-management processes 1.2 Develop objectives for performance-management processes to support organisational strategy and goals and to build organisational capability

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Design methods and processes for line managers to develop key performance indicators for those reporting to them 1.4 Develop organisational timeframes and processes for formal performance-management sessions 1.5 Ensure performance-management processes are flexible enough to cover the range of the organisation's **employment situations** 1.6 Consult with key stakeholders about the processes and agree on process features 1.7 Gain support for implementation of the performance-management processes
2 Facilitate the implementation of performance-management processes	2.1 Train relevant groups and individuals to monitor performance, identify **performance gaps,** provide feedback and manage talent 2.2 Work with line managers to ensure that performance is monitored regularly and that **intervention** occurs as required and complies with organisational policies and legal requirements 2.3 Support line managers to counsel and discipline employees who continually perform below standard 2.4 Articulate dispute resolution processes where necessary, mediating between line managers and employees 2.5 Provide support to terminate employees who fail to respond to interventions according to organisational protocols and legislative requirements 2.6 Ensure recorded outcomes of performance-management sessions are accessible and stored securely, according to organisational policy 2.7 Regularly evaluate and improve all aspects of performance-management processes in keeping with organisational objectives and policies
3 Coordinate individual or group learning and development	3.1 Design and develop learning and development plans and strategies to encourage effective employee performance 3.2 Deliver learning and development plans according to agreed timeframes, ensuring achievement of specified outcomes

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Contract appropriate providers for performance development, as identified by plans and according to organisational policy 3.4 Monitor learning and development activities to ensure compliance with quality assurance standards 3.5 Negotiate remedial action with providers, where necessary 3.6 Generate reports to advise appropriate managers on progress and success rates of activities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	• Interprets and critically analyses organisational strategic and operational plans to identify relevant policies and objectives to be addressed
Writing	1.2, 1.3, 1.4, 3.1, 3.6	• Uses broad vocabulary, grammatical structure and conventions appropriate to text when developing objectives, designing methods and processes and reporting
Oral communication	1.6, 2.1, 2.2, 2.4, 3.5	• Conveys information using language, format and style appropriate to a specific audience • Uses listening and questioning to extract main ideas from oral texts or to confirm and clarify understanding
Numeracy	3.6	• Selects from, and applies, mathematical and problem solving strategies when reporting on success rates of activities
Navigate the world of work	1.1, 1.2, 2.5, 2.6, 2.7, 3.3, 3.4	• Understands and interprets organisational policies and procedures in order to formulate processes relevant to own role requirements • Monitors adherence to legal and regulatory rights and responsibilities for self and possibly others
Interact with others	1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 3.5	• Selects and implements appropriate communication protocols to liaise with personnel

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		in a range of work contexts • Supports line managers to achieve goals, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Negotiates with others to achieve agreeable outcomes playing an active role in facilitating consensus in contentious situations
Get the work done	1.1-1.7, 2.1-2.7, 3.2, 3.3, 3.4	• Takes responsibility for developing, implementing and monitoring processes and strategies to manage performance • Accepts responsibility for planning, scheduling and sequencing complex tasks to meet organisational and legislative requirements • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Uses digital systems and tools to store, access and organise digital information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM512 Develop and manage performance-management processes	BSBHRM512A Develop and manage performance management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM512 Develop and manage performance management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop, implement, monitor and review an organisational performance management process which supports business goals including analysing the organisational strategic and operational plan
- design methods for the development of key performance indicators and formal performance management sessions by line managers
- consult with stakeholders to gain support
- design, develop, coordinate and implement individual and group learning and development
- train line managers and other relevant people to manage performance
- provide support to line managers to effectively manage performance issues, including dispute resolution and termination of employment
- develop approaches to improve performance and address identified performance gaps.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list characteristics of a learning organisation
- outline policies and legislation relevant to performance management
- summarise grievance procedures
- explain models for giving feedback and options for skill development
- describe options in the design of performance management processes
- outline role of performance management in relation to broader human resources and business objectives.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- organisational strategic and operational plans
- workplace policies and procedures
- relevant legislation, regulations and codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM525 Manage recruitment and onboarding

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to manage all aspects of recruitment and onboarding processes according to organisational policies and procedures.

The unit applies to individuals who take responsibility for managing aspects of recruiting, selecting new staff and orientating those staff in their new positions. The individual may be directly involved in the recruitment processes themselves or coordinating the process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – Human Resources

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop recruitment and onboarding policies and procedures	1.1 Identify existing recruitment and onboarding policies and procedures 1.2 Assess options for technology to improve efficiency and effectiveness of recruitment process 1.3 Update existing policies and procedures according to organisational requirements 1.4 Obtain support for policies and procedures from relevant stakeholders 1.5 Create forms and documents supporting policies and procedures and make adjustments, where required 1.6 Communicate policies and procedures to relevant staff and

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ELEMENT	PERFORMANCE CRITERIA
	provide training, where required
2. Manage recruitment process	2.1 Determine future human resource requirements in collaboration with relevant stakeholders 2.2 Ensure current position descriptors for vacancies are used by relevant stakeholders involved in recruitment and onboarding processes 2.3 Ensure advertising of vacant positions complies with legislation and organisational policies and procedures 2.4 Consult and use specialists, where required 2.5 Ensure selection procedures are according to legislation and organisational policies and procedures 2.6 Ensure processes for advising applicants of selection outcome are followed 2.7 Ensure job offers and contracts of employment are prepared and provided promptly, and new appointments are provided with relevant advice
3. Manage staff onboarding	3.1 Provide access to training and support to relevant stakeholders 3.2 Ensure onboarding processes are followed across the organisation 3.3 Oversee management of probationary employees and provide feedback until employment is confirmed or terminated 3.4 Collect feedback from participants and relevant stakeholders on onboarding process according to its objectives 3.5 Update onboarding policies and procedures according to feedback

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Critically evaluates and applies content from a range of complex texts to determine legislative and business requirements
Writing	• Demonstrates clear writing skills by selecting appropriate conventions and by expressing precise meaning relevant to context and audience
Oral Communication	• Draws on a repertoire of open questioning and active listening when seeking feedback from others • Uses appropriate terminology and non-verbal features to present

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	information and clarify understanding
Numeracy	• Analyses numerical information to determine employees' remuneration packages • Makes basic calculations to ensure work output is delivered in a timely manner
Initiative and enterprise	• Develops or updates organisational policies to meet organisational objectives • Considers own role in terms of its contribution to broader goals of work environment • Analyses outcomes of decisions to identify improvement opportunities • Seeks expert advice and skills training, where required
Teamwork	• Considers whether and how often others should be involved, using consultative or collaborative processes as an integral part of the decision-making process
Planning and organising	• Plans and implements tasks required to deliver timely outcomes, negotiating some key aspects with others • Monitors implementation of plans and adjusts as necessary

Unit Mapping Information

Supersedes and is equivalent to BSBHRM506 Manage recruitment selection and induction processes.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM525 Manage recruitment and onboarding

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage the recruitment and onboarding process for two different individuals.

In the course of the above, the candidate must:

- update organisational policies and procedures for recruitment and onboarding
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the onboarding process
- comply with relevant legislation and organisational requirements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features of recruitment, selection and onboarding policies and procedures
- common recruitment and selection methods
- relevant legislation, regulations, standards and codes of practice that may affect recruitment and onboarding
- key features of psychometric and skills testing programs for recruitment
- key components of contracts of employment.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

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- workplace documentation and resources relevant to performance evidence
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM527 Coordinate human resource functions and processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to coordinate human resource functions and processes, integrating business ethics.

The unit applies to individuals with responsibility for coordinating a range of human resource functions and processes across an organisation. They may have staff reporting to them.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – Human Resources

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine strategies for delivery of human resource functions and processes	1.1 Analyse business strategy and operational plans and determine human resource requirements 1.2 Review external business environment and likely impact on organisation’s human resource requirements 1.3 Consult relevant stakeholders to identify relevant human resource requirements 1.4 Review organisation’s requirements for diversity in the workforce 1.5 Develop options for delivery of human resource functions and processes that comply with legislative requirements, organisational policies and business goals

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Develop and agree on strategies and action plans for delivery of human resource functions and processes 1.7 Agree and document roles and responsibilities of human resource team, line managers, and external contractors 1.8 Coordinate systems for gathering and storing information needed to provide human resource functions and processes
2. Coordinate the delivery of human resource functions and processes	2.1 Communicate information about human resource strategies, functions and processes to internal and external stakeholders 2.2 Negotiate service agreements with the human resource team, service providers and client groups 2.3 Document and communicate human resources requirements, performance standards and timeframes 2.4 Identify and coordinate relevant support, where required 2.5 Agree and coordinate monitoring of relevant quality assurance processes for human resource functions 2.6 Ensure that functions and processes are delivered by appropriate providers, according to organisation policies and procedures 2.7 Identify and rectify underperformance of human resource team or service providers
3. Evaluate human resource functions and processes	3.1 Coordinate survey of clients to determine level of satisfaction 3.2 Collect client feedback and use in review processes 3.3 Recommend changes to human resource functions and processes 3.4 Obtain approvals to variations in service delivery from relevant managers 3.5 Support agreed change processes across the organisation
4. Coordinate integration of business ethics in human resource practices	4.1 Ensure code of conduct is observed across the organisation, and its expectations are incorporated in human resource policies and practices 4.2 Identify confidentiality requirements in dealing with all human resource information 4.3 Handle unethical behaviour according to organisational policies and procedures 4.4 Ensure all persons responsible for human resource functions understand requirements regarding their ethical behaviour

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	• Critically evaluates and applies content from a range of structurally complex texts
Writing	• Develops a range of documentation using tone, structure and language suited to context and audience
Oral Communication	• Asks questions to gather information and listens carefully to evaluate information • Uses appropriate vocabulary and tone in negotiations
Numeracy	• Makes basic calculations to ensure work output meets predetermined timeframes • Selects from an expanding range of mathematical strategies when analysing investment policies
Self-management	• Appreciates the implications of ethical, legal and regulatory responsibilities related to own work • Considers own role in terms of its contribution to broader goals of the work environment

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBHRM501 Manage human resource services
- BSBHRM510 Manage mediation processes
- BSBHRM511 Manage expatriate staff.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM527 Coordinate human resource functions and processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- coordinate human resource functions and processes for an organisation or work area within legislative, organisational and business ethical frameworks.

In the course of the above, the candidate must:

- communicate effectively with a range of relevant stakeholders at various levels of seniority
- identify and arrange training support where appropriate
- calculate human resource return on investment within the organisation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legal and compliance requirements that apply to managing human resources
- relevant legislative requirements and organisational policies and procedures
- relevant business ethical frameworks
- key features of human resource strategies and planning processes and their relationship to business and operational plans
- key methods of performance and contract management
- how feedback can be used to modify the delivery of human resources.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business strategy and operation plans

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- legislation, regulations and codes of practice relevant to human resources processes.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM301 Organise workplace information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems.

It applies to individuals who perform a defined range of skilled operations in various work contexts. They may exercise discretion and judgement using appropriate knowledge of information management to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Collect and assess information	1.1 Access product and service information in accordance with organisational requirements 1.2 Ensure methods of collecting information are reliable and make efficient use of available time and resources 1.3 Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4 Use interpersonal skills to access relevant information from

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ELEMENT	PERFORMANCE CRITERIA
	teams and individuals
2 Organise information	2.1 Organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2 Use appropriate technology/systems to maintain information in accordance with organisational requirements 2.3 Collate information and materials and communicate to relevant designated persons 2.4 Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5 Update and store information in accordance with organisational requirements and systems
3 Review information needs	3.1 Actively seek feedback on clarity, accuracy and sufficiency of information to ensure relevance of information and system 3.2 Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3 Identify future information needs and incorporate modifications to collection processes 3.4 Document future information needs and incorporate in modifications to reporting processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.3, 2.5, 3.2	• Recognises and assesses textual information to complete tasks according to requirements
Writing	2.1, 2.2, 2.3, 2.5, 3.1, 3.4	• Completes workplace records, forms and documentation accurately using correct format, accurate spelling and grammar and terminology specific to requirements
Oral Communication	1.4, 2.3, 2.4, 3.1	• Elicits the view and opinions of others and obtains information by listening and questioning

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		• Participates in a verbal exchange of ideas/solutions using clear language to contribute information and convey issues
Navigate the world of work	1.1, 2.1, 2.5	• Understands rights and responsibilities and complies with explicit policies and procedures and legal and regulatory requirements
Interact with others	1.4, 2.3, 2.4, 3.1	• Identifies and follows accepted communication practices and protocols • Complies with work instructions and contributes to work group discussions using accepted conventions
Get the work done	1.1, 1.2, 2.1, 2.2, 2.4, 3.2, 3.3	• Plans and implements routine tasks and workload making decisions about sequencing and timing • Makes low impact decisions within familiar situations, based on a range of predefined or routine solutions, and evaluates the effectiveness of the outcome • Uses digital technology to access and record information and to communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM301 Organise workplace information	BSBINM301A Organise workplace information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM301 Organise workplace information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- efficiently and effectively gather, assess, organise and use workplace information as part of own job role
- provide accurate information for defined purposes
- maintain and handle data and documents systematically
- use business technology to manage information
- communicate with colleagues and clients using effective interpersonal skills to obtain and check workplace information
- apply relevant legislation and regulations to workplace information
- monitor, review and modify information processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how legislation and regulations may affect the gathering organising and distribution of workplace information
- describe methods for checking validity of information and its sources
- describe organisational recordkeeping and filing systems, security procedures and safe recording practices
- identify workplace policies and procedures relating to workplace information.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- business technology
- workplace policies and procedures
- relevant legislation and codes of practice
- office equipment and resources
- examples of information documents found in the workplace
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU201 Produce simple word processed documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop basic keyboard skills using touch typing techniques in a broad range of settings.

It applies to individuals who perform a range of mainly routine tasks and generally work under direct supervision using limited practical skills and fundamental knowledge.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to produce documents	1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met 1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3 Identify organisational and task requirements for document layout and design
2. Produce documents	2.1 Format document using appropriate software functions to

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ELEMENT	PERFORMANCE CRITERIA
	adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2 Use system features to identify and manipulate screen display options and controls 2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1 Ensure final document is previewed, checked, adjusted and printed in accordance with organisational and task requirements 3.2 Ensure document is prepared within designated timelines and organisational requirements 3.3 Name and store document in accordance with organisational requirements and exit application without information loss/damage

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 2.3, 3.1, 3.3	• Recognises textual information within organisational and task requirements to determine work requirements
Writing	3.1, 3.3	• Records numerical and textual information in accordance with requirements of task
Oral Communication	1.2	• Participates in a variety of spoken exchanges with relevant personnel in an effort to clarify document purpose, audience and presentation requirements
Navigate the world of work	1.1-1.3, 2.1, 3.1-3.3	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.2	• May seek guidance from more experienced work colleagues
Get the work done	2.1-2.3, 3.1-3.3	• Understands functions and features of specific computer software and uses these to perform work tasks

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBITU201 Produce simple word processed documents	BSBITU201A Produce simple word processed documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU201 Produce simple word processed documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce documents following correct ergonomic, conservation requirements and organisational policies and procedures
- adhere to organisational style manual when formatting documents
- refer to help function and user documentation to rectify document problems
- use system features
- follow designated timelines when preparing documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify basic formatting styles and their affect on formatting, readability and appearance of documents
- describe purpose, use and function of word processing software
- outline organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- describe what is contained in an organisational style guide.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- computer user information

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- relevant legislation and codes of practice
- organisational policies and procedures
- relevant workplace documentation and resources including a style guide and user manuals.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and

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ELEMENT	PERFORMANCE CRITERIA
	productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Writing	1.1, 4.2	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1-1.3, 3.2	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning

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- workplace innovation
- workplace productivity.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR414 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills, knowledge and outcomes required to lead the performance of a team and to develop team cohesion.

The unit applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams. Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan team outcomes	1.1 Lead team to identify and establish team objectives and work processes 1.2 Support team to document identified objectives and work processes according to organisational processes 1.3 Encourage team members to incorporate innovation and productivity measures in work plans 1.4 Lead and support team members to meet expected outcomes
2. Promote team cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members on their efforts and contributions 2.4 Address or refer issues, concerns and problems identified by team members 2.5 Model expected behaviours and approaches
3. Supervise team performance	3.1 Encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Support team to identify and resolve problems which impede performance 3.3 Ensure own contribution to work team serves as a role model for others
4. Liaise with management	4.1 Establish open communication with line management 4.2 Communicate information from line management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team to line management to action 4.4 Communicate issues raised by management to the team to action

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Writing	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others

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Planning and organising	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others, as required

Unit Mapping Information

Supersedes and is equivalent to BSBLDR403 Lead team effectiveness.

Supersedes but is not equivalent to BSBSMB407 Manage a small team.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR414 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop a team development plan, that addresses:
  - innovation and productivity measures
  - team cohesion
  - issues management and actions.

In the course of the above, the candidate must:

- apply knowledge of organisational goals, objectives and plans to work tasks
- communicate with team members and management to identify and establish team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work processes, including team purpose, roles, responsibilities, goals and plans
- organisational escalation policies and procedures
- behaviours which enhance organisational image for work team, clients and customers
- processes for setting goals that contribute to team effectiveness
- effects of individual behaviour on team effectiveness
- innovation and productivity measures in work plans
- key features of common leadership styles.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- information about the organisation, including organisational structure, goals, objectives and plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR502 Lead and manage effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships taking into account the organisation's values, goals and cultural diversity.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage ideas and information	1.1 Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers 1.2 Develop and/or implement consultation processes to ensure that

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ELEMENT	PERFORMANCE CRITERIA
	employees have the opportunity to contribute to issues related to their work role 1.3 Facilitate feedback to employees on outcomes of the consultation processes 1.4 Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel
2. Establish systems to develop trust and confidence	2.1 Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to 2.2 Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct 2.3 Adjust own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process
3. Manage the development and maintenance of networks and relationships	3.1 Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation 3.2 Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained
4. Manage difficulties to achieve positive outcomes	4.1 Develop and/or implement strategies to ensure that difficulties in workplace relationships are identified and resolved 4.2 Establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation's policies and procedures 4.3 Provide guidance, counselling and support to assist co-workers in resolving their work difficulties 4.4 Develop and implement an action plan to address any identified difficulties

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing	1.2, 1.4, 2.1, 4.1, 4.2, 4.4	• Prepares plans and policies incorporating appropriate vocabulary, grammatical structure and conventions

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Interact with others	2.2, 2.3, 3.1, 4.3	• Adapts personal communication style to model behaviours, build trust and positive working relationships, and to support others • Plays a lead role in situations requiring effective collaboration, demonstrating high level support and facilitation skills and ability to engage and motivate others
Navigate the world of work	2.1, 2.3	• Establishes or follows organisational policy regarding diversity and ethical conduct
Get the work done	1.1-1.4, 2.1, 3.2, 4.1, 4.2, 4.4	• Takes responsibility for formulating, organising and implementing plans, processes and strategies that impact the workplace • Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies • Evaluates outcomes to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR502 Lead and manage effective workplace relationships	Not applicable	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR502 Lead and manage effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and/or implement processes to manage ideas and information including:
  - communicating information to support others to achieve work responsibilities
  - facilitating employees' contributions to consultation on work issues
  - providing feedback on the outcomes of consultations
  - resolution of issues raised or referral to relevant personnel
- establish and/or implement policies to ensure that the organisation’s cultural diversity and ethical values are adhered to
- provide leadership through own behaviour including:
  - professional conduct that promotes trust with internal and external contacts
  - adjusting own interpersonal communication style to meet the organisation’s cultural diversity and ethical environment
- plan for, and manage, the use of networks to support identifiable outcomes for the team and the organisation
- develop and/or implement processes and systems to manage difficulties including:
  - identifying and resolving conflicts and other difficulties according to organisational policies and procedures
  - planning how to address difficulties
  - providing guidance, counselling and support to assist co-workers in resolving their work difficulties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- explain how systems, policies and procedures can support the development of effective work relationships focusing on interpersonal styles, communications, consultation, cultural and social sensitivity, networking and conflict resolution
- outline legislation relevant to managing effective workplace relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR511 Develop and use emotional intelligence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace.

It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes.

It applies to managers who are required to identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems as part of their job role. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the impact of	1.1 Identify and use evaluation criteria to determine own emotional

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ELEMENT	PERFORMANCE CRITERIA
own emotions on others in the workplace	strengths and weaknesses 1.2 Identify personal stressors and own emotional states related to the workplace 1.3 Analyse and document potential emotional triggers in workplace situations which may require determine appropriate emotional responses 1.4 Evaluate the impact of own workplace behaviours that demonstrate management of emotions 1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence
2. Recognise and address the emotional strengths and weaknesses of others	2.1 Respond to the emotional states of co-workers and assess emotional cues 2.2 Develop a plan for identifying and responding appropriately to a range of cultural expressions of emotions 2.3 Apply techniques to demonstrate flexibility and adaptability in dealing with others 2.4 Demonstrate consideration of the emotions of others when making decisions
3. Promote the development of emotional intelligence in others	3.1 Create opportunities for others to express their thoughts and feelings 3.2 Assist others to understand the effect of their behaviour and emotions on others in the workplace 3.3 Develop and implement plans to encourage the self-management of emotions in others 3.4 Develop and implement plans to encourage others to develop their own emotional intelligence, to build productive relationships, and maximise workplace outcomes
4. Utilise emotional intelligence to maximise team outcomes	4.1 Identify opportunities to utilise emotional intelligence to increase team performance in line with organisational objectives 4.2 Encourage a positive, inclusive emotional climate in the workplace 4.3 Use the strengths of workgroup members to achieve team and/or organisational objectives

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Identifies and uses strategies to improve own emotional intelligence
Oral communication	• Uses appropriate language and nonverbal features to present information and seek feedback • Uses listening and questioning skills to elicit the views of others and to clarify or confirm understanding
Interact with others	• Reflects on personal attributes and considers the impact on others and modifies approach to support development • Adapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence • Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence
Get the work done	• Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR511 Develop and use emotional intelligence	BSBLDR501 Develop and use emotional intelligence	Updates to elements, performance criteria and assessment requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR511 Develop and use emotional intelligence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Performance Evidence

Evidence of the ability to:

- conduct an analysis to identify own emotional strengths, weaknesses, stressors, emotional states and triggers, incorporating feedback from others
- identify workplace situations and environments that may trigger an emotional response
- model behaviours that demonstrate management of emotions
- recognise the impact that cultural behaviours and beliefs may have on workplace interactions
- recognise and respond to the emotional states of others
- use emotional intelligence of self and others to enhance team performance
- promote the development of emotional intelligence in others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- Key features of emotional intelligence principles and strategies
- Key elements of the relationship between emotionally effective people and the attainment of business objectives
- Key strategies for communicating with a diverse workforce which has varying cultural expressions of emotion
- Key features of emotional intelligence in the context of building workplace relationships.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED101 Plan skills development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify and document current skills and plan future skills development under the guidance of an appropriate adviser.

It applies to individuals developing basic skills and knowledge of career planning and skills development in preparation for working in a broad range of settings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Seek advice on future career directions	1.1 Identify possible career directions in industry or organisation 1.2 Identify and prioritise personal work goals 1.3 Discuss future work/career directions with appropriate people and identify additional skill requirements 1.4 Take into account personal values and attitudes regarding work and business in planning future work/career directions 1.5 Identify additional skills required, and determine appropriate method/s to acquire these skills

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ELEMENT	PERFORMANCE CRITERIA
2. Conduct self-assessment of skills	2.1 Identify work, life and study experiences relating to business 2.2 Assess current skills, knowledge and attitudes against a checklist of relevant competencies 2.3 Discuss results of self-assessment with trainer or assessor 2.4 Identify further skills development needs
3. Prepare portfolio of evidence	3.1 Identify and discuss types of evidence required 3.2 Develop a clear understanding of purpose of evidence 3.3 Collect examples of evidence for portfolio 3.4 Complete application for recognition of current competency and/or personal resume with assistance of assessor

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.3, 2.4	• Reflects on knowledge and experience required to broaden future skills development
Reading	1.1, 1.2, 1.5, 2.2, 2.4, 3.2-3.4	• Recognises and interprets textual information to determine requirements
Writing	1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 3.1, 3.3, 3.4	• Uses factual information and industry-related terminology to complete required workplace documentation
Oral Communication	1.3, 1.5, 2.3, 2.4, 3.1, 3.4	• Uses everyday language and listens to short, specific advice to identify career options and personal work goals
Navigate the world of work	1.1-1.5, 2.1-2.4, 3.1, 3.2	• With assistance, identifies specific qualifications, experience and/or skills needed for current or desired work role • With encouragement, seeks feedback on self-assessment results from a trusted source
Interact with others	1.3, 1.4, 2.3, 3.2, 3.4	• Begins to recognise how personal values and beliefs align with, or differ from others in specific work contexts

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		• With encouragement, may ask questions to seek information or clarify instructions
Get the work done	3.2, 3.3, 3.4	• Plans and implements routine tasks directly related to own requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED101 Plan skills development	BSBLED101A Plan skills development	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED101 Plan skills development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and seek advice from appropriate people on:
  - work/career options
  - results of self-assessment
  - preparation of portfolio
- prepare a portfolio of evidence including:
  - evidence examples
  - resume
  - recognition of current competencies application.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe importance of skills development in career planning terms
- identify sources of advice on career planning and skill development
- outline types of evidence and ways of creating portfolios of evidence.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations

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- interaction with others
- examples of resumes and career planning resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and

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ELEMENT	PERFORMANCE CRITERIA
	implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED401 Develop teams and individuals Release 2	BSBLED401 Develop teams and individuals Release 1	Updated to clarify assessment requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED502 Manage programs that promote personal effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage programs with a health and wellbeing focus. The unit addresses management of the range of programs that would typically be associated with health and wellbeing such as stress management, smoking cessation, exercise, and Employee Assistance Programs (EAPs).

It applies to individuals who take responsibility for managing staff health and wellbeing programs or activities.

It also has particular relevance for managers of human resources or diversity programs, frontline managers and specialist consultants responsible for promoting a balance between work demands and personal life. It is not assumed the individual will be directly involved in delivering the programs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Research and analyse employee health issues	1.1 Identify and collect information on employee health issues from appropriate internal and external sources 1.2 Review findings and their implications for the organisation and business objectives 1.3 Develop options for addressing identified health issues 1.4 Obtain support from senior managers for preferred option
2. Plan health and wellbeing program	2.1 Develop program scope and objectives in consultation with appropriate industry consultants, colleagues and managers 2.2 Plan and create administrative structure and resources for program 2.3 Establish program responsibilities and clearly communicate to all stakeholders 2.4 Plan communications and marketing strategies in conjunction with stakeholders 2.5 Establish suitable evaluation methods, develop an overall program management plan and communicate this plan to stakeholders
3. Implement, administer and monitor program	3.1 Prepare policy documents, implement and monitor strategies in conjunction with program team members 3.2 Provide appropriate support, assistance and mentors to relevant personnel 3.3 Implement and monitor tracking systems according to program guidelines 3.4 Reach program milestones within agreed timelines and provide regular progress reports to stakeholders
4. Evaluate program	4.1 Use agreed evaluation methods to assess effectiveness of program at specific stages 4.2 Communicate information from program evaluation process to stakeholders 4.3 Incorporate evaluation process and outcomes into continuous improvement strategies, enterprise agreements and future corporate plans

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1-2.5, 3.1, 3.3, 3.4, 4.1-4.3	• Compares and contrasts information and demonstrates an understanding gained from a variety of sources such as marketing and communication plans
Writing	1.1-1.3, 2.1-2.5, 3.1-3.4, 4.1-4.3	• Integrates information from a number of sources and develops content using clear language that supports the purpose and context
Oral Communication	1.1, 1.4, 2.1, 2.3-2.5, 3.1, 3.2, 3.4, 4.1, 4.2	• Applies appropriate strategies to communicate main ideas in a range of contexts, and listening and questioning techniques to confirm understanding
Navigate the world of work	1.2, 2.2, 3.1, 4.3	• Recognises, responds and contributes to organisational procedures and protocols • Understands how own role meshes with others and contributes to broader goals
Interact with others	1.4, 2.1, 2.4, 3.1, 3.2	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Recognises importance of building rapport to establish effective working relationships
Get the work done	1.1, 1.3, 2.1-2.5, 3.1, 3.2, 3.3, 3.4, 4.1	• Uses logical processes, and an increasingly intuitive understanding of context, to plan, organise, implement and monitor programs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED502	BSBLED502A	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
Manage programs that promote personal effectiveness	Manage programs that promote personal effectiveness	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED502 Manage programs that promote personal effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collaboratively plan and implement a health and wellbeing program
- develop an overall program management plan
- provide feedback to stakeholders on:
  - program responsibilities
  - program milestones
  - evaluation outcomes
- prepare policy documents
- provide appropriate support to relevant personal
- monitor and review program
- incorporate outcomes into organisational strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify a range of employee health issues and options for improving health outcomes
- locate and name relevant industry consultants
- outline steps to create a program management plan
- explain why it is important to monitor program progress.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- relevant workplace documentation, equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Develop work plans in accordance with operational plans 1.3 Allocate work in a way that is efficient, cost effective and outcome focussed 1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals 1.5 Develop and agree performance indicators with relevant staff prior to commencement of work 1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies 2.2 Train participants in the performance management and review process 2.3 Conduct performance management in accordance with organisational protocols and time lines 2.4 Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1 Provide informal feedback to staff on a regular basis 3.2 Advise relevant people where there is poor performance and take necessary actions 3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance 3.4 Document performance in accordance with the organisational performance management system 3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1 Write and agree on performance improvement and development plans in accordance with organisational policies 4.2 Seek assistance from human resources specialists, where appropriate 4.3 Reinforce excellence in performance through recognition and continuous feedback 4.4 Monitor and coach individuals with poor performance 4.5 Provide support services where necessary 4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7 Terminate staff in accordance with legal and organisational

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ELEMENT	PERFORMANCE CRITERIA
	requirements where serious misconduct occurs or ongoing poor-performance continues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.2, 3.3, 4.4	• Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	1.2, 1.6, 2.4	• Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.4, 3.5, 4.1, 4.7	• Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements
Oral Communication	1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2-4.7	• Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Numeracy	1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 3.4, 4.1	• Extracts and evaluates mathematical information embedded in a range of tasks and text relating to performance standards and risk analysis
Navigate the world of work	1.2, 1.6, 2.1, 2.3, 3.4, 3.5, 4.1, 4.7	• Appreciates the implications of legal and regulatory responsibilities related to own work and the organisation as a whole • Monitors adherence to organisational policies and procedures
Interact with others	1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2-4.6	• Recognises and applies the protocols governing what to communicate to whom and how in a range of work contexts • Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Get the work done	1.2, 1.3, 1.5, 1.6, 2.1, 2.4, 4.1, 4.2	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Seeks advice, feedback and support as required to assist in the decision-making process • Uses experiences to reflect on the ways in which

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		variables impact on performance

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT502 Manage people performance	BSBMGT502B Manage people performance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- reinforce excellence in performance through recognition and continuous feedback
- seek assistance from human resources specialists where appropriate
- keep records and documentation in accordance with the organisational performance management system.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislative and regulatory requirements
- outline relevant awards and certified agreements
- explain performance measurement systems utilised within the organisation
- explain unlawful dismissal rules and due process
- describe staff development options and information.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT517 Manage operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop operational plan	1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Develop and/or implement consultation processes as an

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ELEMENT	PERFORMANCE CRITERIA
	integral part of the operational planning process 1.3 Ensure the operational plan includes key performance indicators to measure organisational performance 1.4 Develop and implement contingency plans for the operational plan 1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required 1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams
2. Plan and manage resource acquisition	2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures 2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures 2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services
3. Monitor and review operational performance	3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation 3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups 3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.6	• Identifies and extracts relevant information from a range of complex texts • Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan
Writing	1.1-1.5, 2.1, 2.2, 3.1-3.6	• Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements • Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.5, 1.6, 3.4, 3.5	• Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Numeracy	1.1, 1.3, 1.4, 3.1-3.4	• Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan
Navigate the world of work	2.1, 2.2, 3.4, 3.6	• Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment • Appreciates the implications of legal responsibilities with specific reference to health and safety
Interact with others	1.1, 1.2, 1.5, 1.6, 3.5	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Get the work done	1.1-1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 3.6	• Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as

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		required to assist in the development and planning phase • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT517 Manage operational plan	BSBMGT515A Manage operational plan	Updated to meet Standards for Training Packages. Edits to clarify intent of Performance Criteria. Additional performance criterion and evidence for intellectual property.	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT517 Manage operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
  - resource requirements
  - key performance indicators
  - monitoring processes
  - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
  - recruiting, inducting and developing personnel
  - acquiring physical resources and services
  - protecting intellectual property
  - making variations to the plan
  - monitoring and documenting performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes

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- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulations
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT622 Manage resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage resources in accordance with planned business strategies. It includes analysing resource requirements, developing resource plans, allocating resources, and reviewing and reporting on resource usage.

It applies to individuals who have a role in allocating and monitoring the use of physical and/or human resources to meet defined business objectives.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse resource requirements	1.1 Develop resource bids in line with outputs specified in business plans 1.2 Consult with key stakeholders to determine the nature and level of resources required 1.3 Analyse resource requirements to identify proposed costs and benefits 1.4 Identify opportunities to share resources across business units

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ELEMENT	PERFORMANCE CRITERIA
	within the organisation
2. Develop resource plans to support achievement of business unit objectives	2.1 Develop resource plans that detail the acquisition and allocation of resources, timelines and the relationship to business strategies, contingencies, plans, programs and processes 2.2 Determine internal resourcing capabilities and external resourcing requirements 2.3 Develop procedures for the evaluation of resource allocation and incorporate them in resource plans 2.4 Identify risks and establish risk management processes 2.5 Apply organisation's procedures to obtain approvals from senior management
3. Allocate resources to achieve stated business objectives	3.1 Allocate resources in accordance with relevant legislation, organisational policy and practices 3.2 Manage resource allocation to enable achievement of business unit objectives 3.3 Negotiate and obtain resources within required timeframe to enable achievement of business unit objectives 3.4 Develop and implement systems to enable timely and accurate monitoring and review of resource usage 3.5 Develop or revise work practices to incorporate efficient use of resources
4. Review and report on resource usage	4.1 Develop and implement procedures to review resource allocation against business unit objectives 4.2 Monitor compliance with program and project budgets and take corrective action where necessary 4.3 Prepare reports that clearly indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.3, 3.1, 3.5, 4.2, 4.3	• Interprets textual information including legislation and organisational policy, to plan, implement and review resource requirements • Analyses organisational information to assess resource usage practices
Writing	1.1, 2.1-2.4, 3.5, 4.1, 4.3	• Develops organisational texts including proposals, reports and plans in accordance with organisational requirements
Oral Communication	1.2, 2.2, 3.3	• Participates in spoken exchanges with stakeholders using structure and language appropriate to context and audience
Numeracy	1.3, 3.3, 4.2	• Selects and uses familiar mathematical techniques to determine costs and benefits associated with strategic resource decisions • Defines timeframes in accordance with schedule requirements • Selects and uses familiar mathematical techniques to organise timely supply of required resources as well as identify budgetary information and monitor performance
Navigate the world of work	2.3, 2.5, 3.1, 4.1	• Takes a lead role in the development of organisational policies and procedures • Adheres to legal requirements and organisational policies and procedures
Interact with others	1.2, 2.2, 3.3	• Collaborates and negotiates with others to achieve required outcomes
Get the work done	1.4, 2.1-2.5, 3.2-3.5, 4.2, 4.3	• Accepts responsibility for planning and sequencing complex tasks to achieve organisational requirements • Develops plans and systems to manage resource allocation • Systematically gathers and analyses all relevant information, evaluates options and conducts reviews to inform recommendations about resource usage improvements

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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Risk management must consider:	• potential changes in government priorities • other risks.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT622 Manage resources	Not applicable	New Unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT622 Manage resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders and analyse information to determine the nature and level of resource required to achieve business objectives
- plan for, acquire and allocate the resources, incorporating strategies to maximise efficiency and manage risk
- develop and implement systems to:
  - incorporate efficient use of resources into work practices
  - monitor resource use against budgets and business objectives
- prepare reports that clearly indicate the level of performance achieved and any adjustments needed to achieve service and product delivery standards.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation in relation to managing resources
- explain financial management and budgetary processes in the organisation in relation to resource acquisition
- explain typical risks associated with managing business resources and possible risk management strategies
- outline key elements and sources of information needed in a system to monitor usage for:
  - physical resources
  - human resources.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG501 Identify and evaluate marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing characteristics of possible markets and assessing viability of changes to operations.

It applies to individuals working in a supervisory or management marketing or advertising role within a marketing or advertising team or media organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify marketing opportunities	1.1 Analyse information on market and business needs to identify marketing opportunities 1.2 Research potential new markets and assess opportunities to enter, shape or influence each market, and the likely contribution to the business 1.3 Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities

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ELEMENT	PERFORMANCE CRITERIA
2. Investigate marketing opportunities	2.1 Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities 2.2 Evaluate each opportunity to determine its impact on current business and customer base 2.3 Use an assessment of external factors, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity 2.4 Determine probable return on investment and potential competitors 2.5 Describe and rank marketing opportunities on their viability, and likely contribution to the business
3. Evaluate required changes to current operations	3.1 Identify and document changes needed to current operations to take advantage of viable marketing opportunities 3.2 Ensure organisational changes to service an increased or different customer base including provision for continued quality of service to existing customers 3.3 Estimate resource requirements for changed operations 3.4 Determine and communicate viability of making changes to current operations to key stakeholders 3.5 Document newly identified marketing opportunities and required changes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1	• Evaluates and comprehends textual information from a range of sources and draws own conclusions
Writing	1.1-1.3, 2.5, 3.1, 3.4, 3.5	• Integrates information from a number of sources to develop material that supports purposes of documentation using suitable grammatical structure and clear, logical language
Oral Communication	2.5, 3.4	• Presents opinions, ideas and organisational requirements clearly and creatively using language and presentation techniques appropriate to audience and

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		environment • Elicits views and opinions of others by listening and questioning
Numeracy	2.3, 2.4, 3.3	• Evaluates financial and marketing data using whole numbers, decimals and percentages to make accurate calculations
Navigate the world of work	2.1	• Recognises and follows explicit and implicit organisational protocols and meets expectations associated with own role
Interact with others	2.5, 3.4	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1-1.3, 2.1-2.4, 3.1, 3.2, 3.3, 3.4	• Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option • Evaluates outcomes of decisions to identify opportunities for improvement • Develops new and innovative ideas through exploration, analysis and critical thinking

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG501 Identify and evaluate marketing opportunities	BSBMKG501B Identify and evaluate marketing opportunities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG501 Identify and evaluate marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and evaluate marketing opportunities to determine whether they can meet organisational objectives
- document how current business operations need to be modified, and list resources required, to take advantage of newly identified and evaluated opportunities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- describe organisational marketing plan, structure, products and services
- explain principles of marketing and marketing mix
- describe statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- organisational strategic and marketing plans
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG502 Establish and adjust the marketing mix

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine the optimum marketing mix for a business through analysis of interrelated marketing components.

It applies to individuals in marketing management roles who are responsible for developing marketing and promotional mix within an organisation. They may also adjust the marketing mix when new marketing opportunities are identified.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate each component of marketing mix	1.1 Identify key characteristics of products or services and estimate their significance to the market 1.2 Review pricing policy and analyse pricing variables to determine their effect on demand 1.3 Analyse promotional methods to determine their importance to marketing outcomes 1.4 Review channels of distribution and estimate their significance

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ELEMENT	PERFORMANCE CRITERIA
	to marketing outcomes 1.5 Identify and analyse level of customer service provision to determine its significance to marketing outcomes 1.6 Identify potential customer base and key pressure points 1.7 Analyse and test effect of components of marketing mix on each other, and establish their relative importance to customer base
2. Determine marketing mix for specific markets	2.1 Identify and assess environmental factors, and their impact on marketing mix 2.2 Identify consumer priorities, needs and preferences affecting marketing mix 2.3 Consider product, pricing, promotional, distribution and service variations, and evaluate these against marketing objectives, target market characteristics and desired positioning 2.4 Select marketing mix that best satisfies target market and meets marketing objectives 2.5 Ensure marketing mix decision meets organisational, strategic and operational marketing objectives
3. Monitor and adjust marketing mix	3.1 Monitor marketing mix against marketing performance and isolate components for testing 3.2 Evaluate implications of altering one or more components of marketing mix in relation to market factors and consumer response 3.3 Adjust components of marketing mix in response to test results and market-response evaluation 3.4 Ensure adjusted marketing mix meets budgetary requirements 3.5 Ensure adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives, and desired positioning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.7, 2.1-2.5,	• Evaluates and comprehends textual information from a

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	3.1-3.5	range of sources
Writing	1.1-1.7, 2.1-2.3, 3.1, 3.2	• Documents results of analysis of marketing mix • Presents analysis results in required format
Numeracy	1.2, 3.2, 3.4	• Evaluates financial and marketing data using whole numbers, decimals and percentages to make accurate calculations
Navigate the world of work	2.5, 3.5	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment
Get the work done	1.1-1.7, 2.1, 2.2-2.5, 3.1-3.5	• Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option • Evaluates outcomes of decisions to identify any required adjustments

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG502 Establish and adjust the marketing mix	BSBMKG502B Establish and adjust the marketing mix	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG502 Establish and adjust the marketing mix

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- report on activities undertaken to establish a marketing mix in an organisation, including information on each element of the mix, such as:
  - customer service levels
  - product or service distribution
  - product or service pricing
  - additional products or services, if any
  - product or service promotion
- report on success of marketing mix activities developed, including coverage of any necessary adjustments made.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline organisational policies, procedures, products and services related to marketing
- describe principles and concepts of marketing such as consumer or buyer behaviour and elements of marketing mix
- outline and explain statistical techniques used to gather and analyse marketing information.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

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- office equipment and resources
- organisational and marketing strategic plans
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG507 Interpret market trends and developments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance and to prepare market and business forecasts. The information assists in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.

This unit applies to marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance and to interpret new and emerging trends when forecasting future business needs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interpret trends and market developments	1.1 Use statistical analysis of market data to interpret market trends and developments 1.2 Analyse market trends and developments for their potential impact on the business 1.3 Use measures of central tendency or dispersion and correlations between sets of data for quantitative interpretation of comparative

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ELEMENT	PERFORMANCE CRITERIA
	market data 1.4 Perform qualitative analysis of comparative market information as a basis for reviewing business performance 1.5 Analyse the market performance of existing and potential competitors and their products or services to identify potential opportunities or threats
2. Analyse qualitative results	2.1 Analyse performance data from all areas of the business to determine success of marketing activities 2.2 Identify over-performing and under-performing products and services to be considered for redevelopment or withdrawal 2.3 Forecast existing and emerging market needs based on information available using forecasting techniques
3. Report on market data	3.1 Prepare, plot and interpret data for visual presentation 3.2 Assess visual presentation for potential problems, and take any necessary corrective action 3.3 Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.5, 2.1, 2.3	• Researches, evaluates, analyses and interprets market information from a range of sources, and interprets requirements
Writing	3.1, 3.2, 3.3	• Prepares reports containing complex ideas and concepts and writes in a range of styles to suit different audiences
Numeracy	1.1-1.5, 2.1, 2.3	• Collects, organises and analyses data to draw conclusions or make forecasts about trends and probability • Uses specialised statistical analysis techniques
Oral Communication	3.1, 3.3	• Presents information to a range of audiences using appropriate vocabulary and non-verbal features

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Interact with others	3.1, 3.3	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to present findings
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	• Develops plans and uses effective organisational and time management skills to complete tasks with an awareness of how they may contribute to longer term operational and strategic goals • Applies systematic and analytical decision making processes in complex and non-routine situations • Uses digital technologies and systems to enter and analyse data and to present information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG507 Interpret market trends and developments	BSBMKG507A Interpret market trends and developments	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG507 Interpret market trends and developments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply statistical and qualitative analysis techniques to identify:
  - current business performance
  - competitor performance
  - potential threats and opportunities
- apply qualitative and forecasting techniques to identify:
  - success of marketing activities
  - over and under-performing products and services
  - existing and emerging market needs
- document the analysis of market data including visual presentation of findings.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline internal and external sources of information relevant to forecasting market trends including:
  - business and strategic objectives
  - marketing and other business performance
  - comparative market information
  - changes in technology
  - demographic changes
  - social and cultural factors
  - economic trends

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  - government activities and legislative changes
  - industry trends
  - supplier data
- outline the legislative and regulatory context as it applies to marketing
- identify software applications that are commonly used in quantitative and qualitative analysis and outline their key features
- outline statistical concepts, methods, techniques and reporting formats commonly used in marketing including:
  - conversion rate of leads to sales
  - measures of central tendency
  - measures of dispersion
  - nature and degree of relationship between variables
  - net response rate
  - normal distribution probability curve
  - sampling
  - speed of response curve
  - recency or frequency grids
  - lifetime value of customers
  - net present value of customers.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG514 Implement and monitor marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply and observe marketing plan objectives and action necessary improvements.

It applies to individuals who possess a sound theoretical knowledge base in advertising management, and demonstrate a range of managerial skills. In this role, they usually lead and coordinate a marketing team, implement a marketing plan, monitor performance of marketing strategies and evaluate their effectiveness.

They also involve team members in identifying improvements for marketing strategies and formulating recommendations for future marketing activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement marketing strategies and tactics	1.1 Brief stakeholders who participated in the marketing planning process on their implementation roles and responsibilities 1.2 Identify and brief marketing and non-marketing personnel critical to success of the marketing plan, on objectives,

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ELEMENT	PERFORMANCE CRITERIA
	performance measures, and their roles and responsibilities 1.3 Prioritise marketing strategies and identify resources for their implementation, in accordance with organisational requirements 1.4 Implement communication and team building strategies to ensure personnel responsible for each element of the marketing mix work together to meet the organisation's marketing objectives 1.5 Implement strategies for monitoring marketing activities and analysing marketing performance, in accordance with marketing plan
2. Monitor marketing strategies and tactics	2.1 Monitor and implement promotional activity against communication objectives in the marketing plan 2.2 Monitor product, pricing and distribution decisions against organisational policy and objectives of the marketing plan 2.3 Monitor marketing results against targets in the marketing plan 2.4 Monitor marketing revenue and costs against budget, and analyse record variations 2.5 Prepare and present marketing reports indicating ongoing progress towards marketing objectives
3. Evaluate and improve marketing performance	3.1 Regularly assess marketing performance against objectives 3.2 Identify opportunities for improvement through discussion with customers and personnel responsible for each element of marketing mix 3.3 Change business practices in line with changing customer requirements to maintain business relevance and viability 3.4 Document recommendations for improvement in accordance with organisational requirements 3.5 Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.3-1.5, 2.1-2.4, 3.1, 3.4	• Identifies and evaluates textual information to determine business achievements against workplace objectives
Writing	1.1, 1.2, 2.5, 3.4, 3.5	• Uses clear, accurate and relevant language to organise and record information and complete workplace documentation
Oral Communication	1.1, 1.2, 1.4, 1.5, 2.5, 3.2, 3.5	• Participates in verbal exchanges using appropriate language and non-verbal features • Elicits views and opinions of others using active listening and questioning
Numeracy	1.3, 2.2-2.4	• Uses mathematical techniques to analyse marketing performance, resource availability, revenue and cost
Navigate the world of work	1.3-1.5, 2.1-2.3, 2.5, 3.1, 3.4	• Monitors adherence to organisational policies and objectives and considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.1, 1.2, 1.4, 1.5, 2.5, 3.2, 3.5	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 3.3	• Develops plans and uses effective time management and organisational skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals • In more complex, non-routine situations, uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating several choices against a limited set of criteria • When dealing with complex issues identifies cause of the problem, and uses analytical processes to generate possible solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG514 Implement and monitor marketing	BSBMKG514A Implement and monitor marketing	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
activities	activities		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG514 Implement and monitor marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- successfully implement marketing strategies identified in an organisation's marketing plan
- coordinate personnel involved in conducting marketing activities
- monitor, evaluate and report on marketing activities against defined objectives
- modify marketing activities in line with new or emerging trends.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline organisational strategic and marketing objectives, plans and performance measures
- summarise principles of marketing mix
- explain key provisions of relevant legislation, codes of practice and national standards affecting marketing operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- organisational and marketing strategic plans
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBMKG521 Plan and implement sponsorship and event marketing

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to propose and implement sponsorships and events for specific brands/products.

It applies to individuals who are responsible for attracting a brand's target audience to increase brand involvement. Individuals work across a variety of industries and possess a sound theoretical knowledge base, and demonstrate a range of managerial skills to ensure business activities are conducted legally and effectively.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate sponsorship and event marketing opportunities	1.1 Research and identify sponsorship and event marketing opportunities 1.2 Analyse advantages and disadvantages of a range of sponsorships and events 1.3 Identify target audience for potential sponsorship and event marketing, and analyse motivation

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify legal, cultural and ethical requirements related to sponsorship and event marketing 1.5 Use a range of criteria to select sponsorships and events which would be effective for marketing to the target audience
2. Plan sponsorship and event marketing	2.1 Develop and record objectives and purpose of sponsorship and event marketing 2.2 Analyse and record how sponsorships and events fit with other marketing strategies and business objectives 2.3 Calculate costs of chosen sponsorships and events, and establish a budget 2.4 Plan timelines for implementation and continuation of sponsorships and events 2.5 Produce and present a sponsorship and event marketing proposal in a format appropriate to the organisation
3. Initiate implementation of sponsorships and events	3.1 Initiate negotiations required to proceed with sponsorships and events 3.2 Draft contracts for sponsorships and events under guidance of relevant experts 3.3 Assemble required resources to implement sponsorship and event marketing 3.4 Brief key staff on their required input to sponsorships and events and schedule work
4. Monitor and evaluate sponsorships and events	4.1 Identify and use evaluation criteria to determine effectiveness of sponsorships and event marketing arrangements 4.2 Develop a range of methods to evaluate effectiveness 4.3 Recommend modifications to sponsorship and event marketing arrangements in line with evaluation 4.4 Record improvement opportunities discovered during evaluation, to be used for current and future sponsorship and event marketing plans

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.2, 4.1, 4.2	• Identifies and analyses complex text to identify sponsorship and marketing opportunities
Writing	2.1, 2.2, 2.5, 3.2, 4.2, 4.4	• Prepares detailed documentation using appropriate terminology and format to convey clear messages to team members and relevant stakeholders
Oral Communication	1.3, 2.5, 3.1, 3.2, 3.4, 4.3	• Participates in verbal exchanges using appropriate language and non-verbal features • Uses active listening and questioning to confirm understanding
Numeracy	2.3, 2.4	• Uses mathematical skills to develop budgets and calculate work timeframes
Navigate the world of work	1.4, 2.2	• Understands own legal rights and responsibilities and extends this understanding across cultural and ethical protocols • Adheres to organisational policies and objectives and considers own role for its contribution to broader goals of work environment
Interact with others	2.5, 3.1, 3.2, 3.4, 4.3	• Cultivates relationships with people with the knowledge, skills and influence to get things done or provide support, building formal and informal networks within and beyond immediate work context • Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.1-1.3, 1.5, 2.2, 2.4, 3.3, 4.1, 4.2, 4.4	• Develops plans for sponsorships and events using effective organisational skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals • In more complex, non-routine situations, uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating several choices against a set of criteria • When dealing with complex issues, identifies the cause of the problem, and uses analytical processes to generate possible solutions • Uses each experience to reflect on opportunities for improvements in future

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG521 Plan and implement sponsorship and event marketing	BSBMKG521A Plan and implement sponsorship and event marketing	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG521 Plan and implement sponsorship and event marketing

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- show development of a sponsorship and event marketing plan that includes:
  - objectives and purpose of strategy
  - a comprehensive rationale
  - a detailed budget
  - an implementation plan
  - methods to measure effectiveness
- implement a sponsorship AND an event marketing strategy, including draft contracts and evidence of negotiations
- evaluate success of sponsorship and event marketing strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain different sponsorships and events suitable for marketing in own context
- outline methods of evaluating effectiveness of sponsorship and event marketing strategies
- explain sources of advice available on contract requirements for sponsorship and event marketing.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

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- office equipment and resources
- relevant workplace documents and dat
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBMKG523 Design and develop an integrated marketing communication plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify and evaluate the range of marketing communication options and media, to design an integrated marketing communication plan, and to develop a marketing communication brief and creative brief reflecting client needs and preferences.

It applies to individuals working in a supervisory or management marketing or advertising role, within a marketing or advertising team or media organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine marketing communication requirements	1.1 Confirm marketing communication purpose and objectives with client 1.2 Obtain comprehensive client and product information 1.3 Review outcomes of previous marketing communication with client

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Confirm budget allocation with client
2. Develop marketing communication brief	2.1 Develop brief, ensuring it contains a client profile, purpose statement and objectives reflecting client needs 2.2 State marketing communication objectives in measurable terms and provide specific guidelines on what is to be accomplished by marketing communication 2.3 Define key characteristics, competitive factors and market situation facing product or service 2.4 Include a summary of information on target audience, and legal and ethical constraints
3. Design integrated marketing communication strategy	3.1 Select marketing communication options appropriate for marketing communication brief 3.2 Critically analyse advantages and disadvantages of each marketing communications variable and media vehicles for product or service 3.3 Determine media characteristics matching brief requirements 3.4 Analyse media consumption habits for primary and supplementary marketing media among target audiences 3.5 Evaluate media styles against the brand character of product or service being marketed 3.6 Compare advantages and disadvantages of selecting multiple media in a media plan 3.7 Develop and apply criteria for selecting multiple media combinations
4. Select and recommend media for marketing strategy	4.1 Select media vehicles that match requirements of marketing brief for product or service 4.2 Recommend primary and secondary marketing media that meet target audience preferences 4.3 Ensure recommended media meet the brief, client's requirements, and legal and ethical constraints
5. Develop creative brief	5.1 Identify creative content for chosen media using consumer language in the brief 5.2 Identify pitch or appeal for product or service in the brief that meets client requirements 5.3 Identify supporting information required for consumer understanding of product or service in the brief

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Ensure budget for creative work, consistent with overall marketing budget, is contained in the brief 5.5 Incorporate deadline for creative work consistent with overall media schedule in the brief

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1-2.4, 3.3-3.7, 5.3	• Accesses information from a range of sources and identifies, interprets and analyses information relevant to marketing activities
Writing	1.1, 1.3, 1.4, 2.1-2.4, 5.1-5.5	• Uses clear, specific and culturally appropriate language to articulate potentially complex ideas, issues and concepts to clients • Uses appropriate formats and structures information logically to present ideas and recommendations to clients
Oral Communication	1.1, 1.3, 1.4	• Actively participates in verbal exchanges by listening and questioning to clarify and confirm information • Uses appropriate language and non-verbal features to clarify, explain and present information on marketing activities
Numeracy	1.4, 2.2, 3.4, 5.4	• Collates and interprets numeric information to analyse trend data, develop targets and prepare budgets for marketing activities
Navigate the world of work	2.4, 4.3	• Considers legal and ethical implications in relation to own role
Get the work done	1.1-1.4, 3.1-3.7, 4.1, 4.2, 5.1-5.5	• Plans, organises and implements tasks to achieve outcomes, with an awareness of client requirements, time and budgetary restraints • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option • Evaluates outcomes of decisions to identify opportunities for improvement • Develops new and innovative ideas through

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		exploration, analysis and critical thinking

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG523 Design and develop an integrated marketing communication plan	BSBMKG523A Design and develop an integrated marketing communication plan	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG523 Design and develop an integrated marketing communication plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce an integrated strategic marketing communication plan for presentation to a client, including:
  - purpose statement
  - definition of target audience
  - analysis of product or service
  - legal and ethical constraints
  - marketing communication functions and media vehicles chosen, with rationale for each
  - creative brief for media options
  - schedule for creative work
  - budgetary allocation for each media vehicle.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline economic, social and industry trends relevant to choice of appropriate media options
- analyse industry products or services to recommend appropriate media options
- summarise key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- explain principles of consumer behaviour and influences on buyer behaviour
- summarise range of marketing communication options for different markets
- describe and contrast range of media vehicles for marketing communication options.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG541 Identify and evaluate marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing characteristics of possible markets and assessing viability of changes to operations.

The unit applies to individuals working in a supervisory or management marketing or advertising role within a marketing or advertising team or media organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Explore marketing opportunities	1.1 Analyse information on market and business needs for marketing opportunities 1.2 Identify potential new markets 1.3 Apply innovative approaches relevant to the development of potential marketing opportunities
2. Evaluate marketing opportunities	2.1 Identify and analyse opportunities for organisational fit according to organisational goals and capabilities 2.2 Analyse the viability of each opportunity 2.3 Determine probable return on investment and potential competitors 2.4 Select marketing opportunities according to outcomes of

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ELEMENT	PERFORMANCE CRITERIA
	viability analysis, return on investment and competition
3. Evaluate required changes to current operations	3.1 Seek feedback from relevant stakeholders 3.2 Incorporate feedback received for current operations and take advantage of viable marketing opportunities 3.3 Review current operations and document changes needed 3.4 Identify resource requirements for marketing opportunities 3.5 Document and communicate viability of marketing opportunities to key stakeholders

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Evaluates and comprehends textual information from a range of sources and draws own conclusions
Writing	• Integrates information from a number of sources to develop material that supports purposes of documentation using suitable grammatical structure and clear, logical language
Oral Communication	• Presents opinions, ideas and organisational requirements clearly and creatively using language and presentation techniques appropriate to audience and environment • Elicits views and opinions of others by listening and questioning
Numeracy	• Evaluates financial and marketing data using whole numbers, decimals and percentages to make accurate calculations
Initiative and enterprise	• Evaluates outcomes of decisions to identify opportunities for improvement • Develops new and innovative ideas through exploration, analysis and critical thinking
Self-management	• Identifies and follows explicit and implicit organisational protocols and meets expectations associated with own role
Planning and organising	• Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option

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Unit Mapping Information

Supersedes and is equivalent to BSBMKG501 Identify and evaluate marketing opportunities.

Supersedes but is not equivalent to:

- BSBMKG518 Plan and implement services marketing
- BSBMKG519 Plan and implement business-to-business marketing
- BSBMKG521 Plan and implement sponsorship and event marketing.

Links

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Assessment Requirements for BSBMKG541 Identify and evaluate marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and evaluate at least three marketing opportunities.

In the course of the above, the candidate must:

- comply with organisational policies and procedures
- communicate and document potential of identified marketing opportunity to relevant stakeholders.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- how to calculate the financial viability of marketing opportunities
- return on investment
- financial and marketing data
- organisational structure, products and services
- principles of marketing and marketing mix
- statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes for marketing

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- workplace marketing documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBMKG543 Plan and interpret market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to plan market research and conduct an analysis to report and interpret findings.

The unit applies to individuals who conduct market research planning at a managerial level. These individuals may have a good general knowledge of market research as well as a detailed understanding of the organisation's operations, objectives and application.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan market research	1.1 Identify market research objectives and requirements 1.2 Identify and select data collection methods 1.3 Develop market research plan
2. Perform market research	2.1 Obtain approval from relevant personnel to undertake market research 2.2 Conduct research according to market research plan developed 2.3 Collate and document research
3. Assess results of market research	3.1 Analyse data obtained from market research using statistical and qualitative techniques 3.2 Forecast existing and emerging market needs based on the

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ELEMENT	PERFORMANCE CRITERIA
	market research 3.3 Identify threats and opportunities for future marketing activity
4. Report on market research	4.1 Interpret and prepare data for presentation 4.2 Review presentation and rectify errors, where required 4.3 Present research findings to relevant stakeholders

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	• Collects, organises and analyses data to draw conclusions or make forecasts about trends and probability • Uses analysis techniques
Reading	• Researches, evaluates, analyses and interprets market information from a range of sources, and interprets requirements
Writing	• Prepares reports containing complex ideas and concepts and writes in a range of styles to suit different audiences
Problem solving	• Develops plans and uses effective organisational and time management skills to complete tasks • Applies systematic and analytical decision making processes in complex and non-routine situations
Technology	• Uses digital technologies and systems to enter and analyse data and to present information

Unit Mapping Information

Supersedes and is equivalent to:

- BSBMKG506 Plan market research
- BSBMKG507 Interpret market trends and developments.

Supersedes but is not equivalent to BSBMKG528 Mine data to identify industry directions.

Links

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Assessment Requirements for BSBMKG543 Plan and interpret market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan and interpret market research for one product or service.

In the course of the above, the candidate must:

- identify market research objectives, requirements, data collection methods
- develop a marketing research plan
- research and collate market findings
- obtain required approvals
- apply analysis techniques to identify:
  - potential threats and opportunities
  - existing and emerging market needs
- document the analysis of market research and present findings.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- internal and external sources of information relevant to forecasting market trends including:
  - business and strategic objectives
  - comparative market information
  - changes in technology
  - industry trends
  - social, cultural and economic trends
  - political activity and legislative changes
- content and development of market research plan
- software applications that are commonly used in quantitative and qualitative analysis

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- codes of practice and conduct relevant to marketing
- market research principles and practices including:
  - project design according to timelines and budget requirements
  - development and use of hypothesis
  - role of research in enterprise development
- statistical concepts, methods, techniques and reporting formulas commonly used in market research including:
  - conversion rates of leads to sales
  - measures of central tendency
  - measures of statistical dispersion
  - nature and degree of relationship between variables
  - net response rate
  - normal distribution probability curve
  - sampling
  - recency or frequency grids
  - lifetime value of customers
  - net present value of customers.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relevant to market research
- workplace documentation and resources for market research.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBOPS304 Deliver and monitor a service to customers

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

The unit applies to those who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate knowledge of customer service. They provide technical advice and support to customers over short or long-term interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify customer needs	1.1 Identify and clarify customer needs and expectations 1.2 Evaluate customer needs and determine priorities for service delivery according to organisational requirements 1.3 Inform customers about available choices for meeting their needs and assist selection of preferred options 1.4 Identify limitations in addressing customer needs and seek assistance from designated individuals, where required
2. Deliver a service to customers	2.1 Provide service to meet identified customer needs according to organisational and legislative requirements 2.2 Establish and maintain rapport with customers

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Manage customer complaints according to organisational and legislative requirements 2.4 Provide assistance and respond to customers with specific needs according to organisational and legislative requirements 2.5 Identify and use available opportunities to promote and enhance services and products to customers
3. Evaluate customer service delivery	3.1 Review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements 3.2 Seek and respond to customer feedback according to organisational policies and procedures 3.3 Identify opportunities to enhance the quality of customer service 3.4 Document recommendations for customer service improvements 3.5 Submit recommendations to relevant personnel according to organisational policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Learning	• Identifies and follows up on opportunities to improve work practices and outcomes
Oral communication	• Provides information or advice using structure and language to suit the audience • Asks questions and listens to gain information or confirm understanding
Reading	• Evaluates textual information to determine customer service requirements • Proofreads texts for clarity of meaning and accuracy of grammar and punctuation
Writing	• Completes responses to customer complaints in required format • Prepares reports using sequencing, format and words to communicate recommendations clearly and effectively
Planning and organising	• Complies with organisational policies and procedures relevant to role • Plans and implements systems to gather and organise information

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Skill	Description
Problem-solving	• Uses problem solving skills to analyse and respond to customer complaints or enquiries
Teamwork	• Selects and uses appropriate communication conventions to establish connections, build rapport, seek information and develop professional working relationships • Adjusts personal communication style in response to the opinions, values and particular needs of others

Unit Mapping Information

Supersedes and is equivalent to BSBCUS301 Deliver and monitor a service to customers.

Supersedes but is not equivalent to:

- BSBCUE309 Develop product and service knowledge for customer engagement operation
- BSBEDU303 Assist with the provision of international education information
- BSBINT303 Organise the importing and exporting of goods
- BSBINT304 Assist in the international transfer of services
- BSBSLS407 Identify and plan sales prospects.

Links

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Assessment Requirements for BSBOPS304 Deliver and monitor a service to customers

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- deliver a service to at least three different customers, including:
  - using communication skills to establish rapport and build relationships with customers according to organisational requirements
  - identifying customer needs using appropriate questioning and active listening skills
  - providing customer service according to organisational requirements
  - responding to and recording customer feedback and action taken according to organisational standards, policies and procedures
  - producing a report which identifies and recommends ways to improve service delivery.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of customer service legislation and consumer law
- organisational policies and procedures relating to customer service, including complaints handling
- common forms of verifiable evidence that could be used to review customer satisfaction
- customer service standards and protocols for serving customers, including customers with specific needs.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- technology required to gather and provide information and assistance to customers

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- workplace documents, and organisational policies and procedures relating to customer service
- examples of customer complaints and feedback.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBOPS403 Apply business risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify business risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the work role.

The unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or delegate aspects of these tasks to others. Risks applicable to own work responsibilities and area of operation may include projects being undertaken individually or by a team, or operations within a section of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify context for risk management 1.2 Undertake required steps to identify risks 1.3 Document identified risks according to relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes

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ELEMENT	PERFORMANCE CRITERIA
3. Treat risks	3.1 Identify control measures for risks 3.2 Assess strengths and weaknesses of control measures 3.3 Refer risks to relevant personnel, where required, according to policies and procedures 3.4 Select and implement control measures for personal area of operation and responsibilities
4. Monitor and review effectiveness of risk treatments	4.1 Review implemented treatments against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Monitor and review management of risk in personal area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Learning	• Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions
Reading	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes
Oral communication	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	• Uses numerical tools to assess risk and uses numerical data to review plans
Enterprise and initiative	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Teamwork	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Planning and organising	• Determines job sequence and works logically and systematically to undertake defined tasks

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Skill	Description
Technology	• Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Supersedes and is equivalent to BSBRSK401 Identify risk and apply risk management processes.

Links

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Assessment Requirements for BSBOPS403 Apply business risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to apply organisational policies, procedures and processes to:

- treat at least three risks by:
  - identifying different types of organisational risks
  - consulting with stakeholders to analyse and evaluate risks
  - implementing control measures
  - referring risks that are beyond own area of responsibility to others
  - maintaining risk management documentation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation in relation to risk management
- techniques for identifying and evaluating risks
- organisational policies and procedures for risk management
- areas where risks are commonly identified in an organisation
- risks beyond scope of individual responsibility to be referred to relevant organisational personnel
- purpose and key elements of current risk management standards.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business risk

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- workplace documentation on selected organisational risks.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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BSBOPS405 Organise business meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation.

The unit applies to those employed in a range of work environments who are required to organise a variety of business meetings. They may provide administrative support within an enterprise or have responsibility for these tasks in the context of a particular team, workgroup or project.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare meeting documentation and details	1.1 Identify type and purpose of meeting being organised 1.2 Identify and comply with legal, ethical and organisational requirements for business meetings 1.3 Make meeting arrangements according to meeting and participants requirements 1.4 Prepare notice of meeting, agenda and meeting papers according to organisational requirements 1.5 Distribute documentation and meeting details to participants within designated timelines

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Confirm presence of required resources prior to meeting commencement
2. Record meeting outcomes	2.1 Take notes of the meeting 2.2 Outline key decisions and actions for implementation 2.3 Review minutes for accuracy and submit for approval by the nominated person 2.4 Distribute relevant post-meeting materials to attendees within designated timelines

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Identifies and interprets information from instructions, organisational policies and procedures, or legislation • Compares final output with original notes to check accuracy
Writing	• Prepares complex texts from notes using appropriate structure, accurate spelling, grammar and punctuation • Records notes of meeting proceedings according to organisational requirements • Edits and corrects own work to ensure accuracy
Oral communication	• Listens for specific information during meetings • Conveys specific instructions using vocabulary appropriate to context, purpose and audience • Asks questions and listens to responses to clarify understanding
Numeracy	• Performs calculations required to measure output against predetermined timeframes
Initiative and enterprise	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Teamwork	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Planning and organising	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints
Technology	• Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks

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Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBADM405 Organise meetings
- BSBADM503 Plan and manage conferences.

Links

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Assessment Requirements for BSBOPS405 Organise business meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- organise business meetings, prepare agenda and take notes on at least two occasions.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- relevant communication techniques
- common formats for agendas and minutes
- organisational policies and procedures relating to facilitation of meetings, including
  - meeting quorums
  - required notice periods
  - meeting resolutions and storage of minutes.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- organisational policies and procedures for meetings.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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BSBOPS501 Manage business resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to manage resources according to planned business strategies. It includes analysing resource requirements, developing resource plans, allocating resources, and reviewing and reporting on resource usage.

The unit applies to individuals with a role in allocating and monitoring the use of physical and/or human resources to meet defined business objectives.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse resource requirements	1.1 Develop resource bids according to required outputs specified in business plans 1.2 Consult with relevant stakeholders and determine the nature and level of resources required 1.3 Analyse resource requirements and identify proposed costs and benefits 1.4 Identify opportunities to share resources across business units within the organisation
2. Develop resource plans	2.1 Determine internal resourcing capabilities and external resourcing requirements 2.2 Develop procedures for the evaluation of resource allocation

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ELEMENT	PERFORMANCE CRITERIA
	and incorporate them in resource plans 2.3 Identify risks and establish risk management processes 2.4 Obtain required approvals from relevant personnel
3. Allocate resources	3.1 Identify and adhere to organisational policies and procedures for resource allocation 3.2 Manage resource allocation according to business unit objectives 3.3 Negotiate and obtain resources within required timeframe according to business unit objectives 3.4 Develop and implement systems for monitoring resource usage
4. Review and report on resource usage	4.1 Develop and implement procedures to review resource allocation against business unit objectives 4.2 Suggest improvements to work practices for the efficient use of resources 4.3 Monitor compliance with program and project budgets and take corrective action where necessary 4.4 Prepare report that indicates the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Interprets textual information including legislation and organisational policy, to plan, implement and review resource requirements • Analyses organisational information to assess resource usage practices
Writing	• Develops organisational texts including proposals, reports and plans according to organisational requirements
Oral communication	• Participates in spoken exchanges with stakeholders using structure and language appropriate to context and audience
Numeracy	• Selects and uses familiar mathematical techniques to determine costs and benefits associated with strategic resource decisions • Defines timeframes according to schedule requirements • Selects and uses familiar mathematical techniques to organise timely supply of required resources as well as identify budgetary information

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Skill	Description
	and monitor performance
Enterprise and initiative	• Contribute to the development of organisational policies and procedures • Adheres to legal requirements and organisational policies and procedures
Teamwork	• Collaborates and negotiates with others to achieve required outcomes
Planning and organising	• Accepts responsibility for planning and sequencing complex tasks to achieve organisational requirements • Develops plans and systems to manage resource allocation • Systematically gathers and analyses all relevant information, evaluates options and conducts reviews to inform recommendations about resource usage improvements

Unit Mapping Information

Supersedes and is equivalent to BSBMGT622 Manage resources.

Supersedes but is not equivalent to:

- BSBADM506 Manage business document design and development
- BSBCUE406 Run a multicentre
- BSBCUE502 Establish a multicentre
- BSBCUE607 Manage customer engagement centre staffing
- BSBCUE608 Manage customer engagement operational costs.

Links

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Assessment Requirements for BSBOPS501 Manage business resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop, implement and review at least three resource plans.

In the course of the above, the candidate must:

- consult with stakeholders and analyse information to determine the nature and level of resources required to achieve business objectives
- plan for, acquire and allocate the resources, incorporating strategies to maximise efficiency and manage risk
- develop and implement systems to:
  - incorporate efficient use of resources into work practices
  - monitor resource use against budgets and business objectives
- prepare a report that indicates the level of performance achieved and any adjustments needed to achieve service and product delivery standards.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation in relation to managing resources
- contents of resource plans including:
  - acquisition and allocation of resources
  - timelines and the relationship to business strategies
  - contingency plans and processes
  - costs and budgets
- resource acquisition processes
- managing finance, including project budgets
- resource allocation review procedures

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- objectives of business unit
- typical risks associated with managing business resources and risk management strategies
- procedures for risk management, including requirements for the consideration of potential changes in government priorities
- key elements and sources of information required to monitor usage of:
  - physical resources
  - human resources.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation, regulations, standards and codes
- workplace documentation and resources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBOPS502 Manage business operational plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and monitor the implementation of operational plans to support efficient and effective workplace practices and organisational productivity and profitability.

The unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plans.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish operational plan	1.1 Research, analyse and document resource requirements 1.2 Develop operational plan in consultation with, and with approval from, relevant stakeholders 1.3 Develop contingencies for operational plan 1.4 Explain plan to relevant work teams
2. Manage resource acquisition	2.1 Confirm that employees are recruited and inducted according to the organisation's human resources management policies, practices and procedures 2.2 Confirm that physical resources and services are acquired according to the organisation's policies, practices and procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify and incorporate requirements for intellectual property rights and responsibilities related to acquisition of resources
3. Monitor and review operational performance	3.1 Assess progress of operational plan in achieving profit and productivity plans and targets 3.2 Identify areas of under-performance, recommend solutions and rectify the situation 3.3 Plan and implement relevant processes for ongoing monitoring and confirm that support is provided for individuals and teams 3.4 Negotiate recommendations for variations to operational plans and gain approval from designated persons

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan
Writing	• Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements
Oral communication	• Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders
Numeracy	• Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan
Enterprise and initiative	• Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Planning and organising	• Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as required to assist in the development and planning phase • Sequences and schedules complex activities, monitors

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Skill	Description
	implementation, and manages relevant communication
Problem solving	• Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions
Technology	• Demonstrates awareness of the importance of data security in a digital environment

Unit Mapping Information

Supersedes and is equivalent to BSBMGT517 Manage operational plan.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBOPS502 Manage business operational plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage an operational plan for at least one business or work area.

In the course of the above, the candidate must:

- develop and implement an operational plan using a variety of information sources and consultation including:
  - resource requirements
  - key performance indicators
  - monitoring processes
  - contingency plans
- communicate with stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- confirm existence of relevant strategies, including strategies relating to:
  - recruiting, inducting and developing personnel
  - acquiring physical resources and services
  - protecting intellectual property
  - making variations to the plan
  - monitoring and documenting performance.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- stakeholders involved in development and management of operations plan including escalation points, colleagues and specialist resource managers
- key information sources for proposal development and presentation including resource requirement specialists

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- consultation processes
- content of operational plans, including:
  - procurement processes
  - employee recruitment and induction strategies
  - physical resource and service acquisition strategies
  - key indicators of organisational performance
- budget and actual financial relating to profit and productivity
- methods for preparing operational plans and contingency plans
- role of an operational plan in achieving an organisation's objectives
- procedures and records associated with documenting performance
- approaches for developing key performance indicators to meet business objectives
- legislative and regulatory framework relating to the development and implementation of operational plan of the organisation, including:
  - fair trading laws
  - work health and safety
- organisational policies, practices and procedures that relate to the operational plan.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation and regulations relevant to operational plans
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBOPS504 Manage business risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes skills and knowledge required to manage business risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

The unit applies to individuals who are working in positions of authority and who are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish risk context	1.1 Evaluate organisational processes, procedures and requirements and determine scope for risk management process 1.2 Review strengths and weaknesses of existing arrangements 1.3 Document critical success factors, goals and objectives for area included in scope 1.4 Communicate risk management process to relevant stakeholders
2. Identify risks	2.1 Invite stakeholders to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Document risks that apply to the scope, in consultation with relevant parties

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ELEMENT	PERFORMANCE CRITERIA
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select from options for treating risks 4.2 Develop action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Implement action plan according to organisational policies and procedures 4.5 Monitor and evaluate risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Synthesises a variety of relatively complex texts • Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	• Develops textual material and organises content in a manner that effectively documents risk management analysis and assessment priorities and processes
Oral communication	• Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	• Uses numerical tools to assess risk and uses numerical data to review plans
Teamwork	• Selects appropriate conventions and protocols when communicating with stakeholders about risk management • Consults and negotiates with stakeholders about risk management processes and outcomes
Planning and organising	• Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication • Systematically analyses information to decide on appropriate risk management treatments • Refers to organisational processes, procedures and requirements when making decisions about risk management
Technology	• Uses digital technologies and systems to access information,

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Skill	Description
	document plans and communicate with others

Unit Mapping Information

Supersedes and is equivalent to BSBRSK501 Manage risk.

Links

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Assessment Requirements for BSBOPS504 Manage business risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead at least one risk management process for an organisation or work area.

In the course of the above, the candidate must:

- analyse information from a range of sources to identify the scope and context of the risk management process, including:
  - stakeholder analysis
  - political, economic, social, legal, technological and policy context
  - current arrangements
  - objectives and critical success factors for the area included in scope
  - risks that may apply to scope
- consult and communicate with stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation in relation to risk management
- organisational policies, procedures and processes for risk management, including document storage
- types of business risks
- options for treating risks
- risk management process
- purpose and key elements of current risk management standards

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- tools and techniques to identify risks to scope risk management processes.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to risk management
- workplace documentation and resources relating to risk management.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBOPS505 Manage organisational customer service

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

The unit applies to individuals who supervise customer service provided by others within an organisation. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish customer requirements	1.1 Consult with customers to identify customer service requirements 1.2 Integrate customer feedback into organisation's business plan 1.3 Identify and procure resources required to address customer service requirements
2. Deliver quality products and services	2.1 Deliver product and service according to customer specifications within organisation's business plan 2.2 Monitor team performance and assess against the organisation's quality and delivery standards 2.3 Support colleagues to overcome difficulties in meeting

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ELEMENT	PERFORMANCE CRITERIA
	customer service standards
3. Evaluate customer service	3.1 Develop and use strategies for monitoring progress against product and service targets and standards 3.2 Develop and use strategies for obtaining customer feedback on provision of product and service 3.3 Adapt delivery of customer product and service in consultation with relevant individuals and groups 3.4 Manage records, reports and recommendations within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation's products and services
Writing	• Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience
Oral communication	• Clearly articulates systems and standards in a team environment using language suitable to diverse audiences • Uses listening and questioning techniques to obtain feedback and confirm understanding
Numeracy	• Interprets and comprehends mathematical information in organisation's business and customer service plans
Planning and organising	• Recognises and applies organisational protocols and meets expectations associated with own work
Teamwork	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers • Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes • Provides support in field of expertise to team
Enterprise and initiative	• Develops and implements plans using logical processes and monitors and evaluates progress against stated goals
Problem solving	• Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a

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Skill	Description
	solution
Technology	• Uses digital technology to access, organise and present information in a format that meets requirements

Unit Mapping Information

Supersedes and is equivalent to BSBCUS501 Manage quality customer service.

Supersedes but is not equivalent to:

- BSBCUE504 Integrate customer engagement within the organisation
- BSBCUE601 Optimise customer engagement operations
- BSBCUE602 Manage customer engagement information
- BSBCUE603 Design and launch new customer engagement facilities
- BSBSLS501 Develop a sales plan.

Links

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Assessment Requirements for BSBOPS505 Manage organisational customer service

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and review strategy for delivering and monitoring quality customer service for an organisation or work area.

In the course of the above, the candidate must:

- implement quality customer service policies and procedures
- identify and resolve system problems relating to poor customer service
- assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory frameworks governing customer service
- elements of effective customer service including quality, time and cost
- organisational policies and procedures for customer service and handling customer complaints
- relevant service standards and best practice models
- key principles of public relations and product promotion
- common techniques for solving complaints
- principles and techniques involved in managing:
  - customer behaviour
  - specific customer needs
  - customer research
  - customer relations

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  - ongoing product and service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
- strategies for monitoring, managing and introducing ways to improve customer service relationships
- strategies to obtain customer feedback.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations and codes of practice related to customer service
- workplace documentation and resources
- complex customer complaints.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBPEF301 Organise personal work priorities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to organise personal work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

The unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise and complete own work schedule	1.1 Develop work goals and key performance indicators (KPIs) according to task and organisational requirements 1.2 Prioritise workload according to task timeframes 1.3 Identify factors affecting achievement of work objectives 1.4 Develop personal work plans
2. Evaluate own work performance	2.1 Identify variations between expected and actual work performance according to task requirements and KPIs 2.2 Report variations to relevant personnel 2.3 Seek feedback from relevant personnel for solutions to minimise variations in expected and actual work outputs

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Research sources of stress and access appropriate supports according to organisational policies and procedures
3. Coordinate personal skill development and learning	3.1 Identify personal and professional development needs for job role 3.2 Identify opportunities to undertake personal skill development activities in consultation with supervisor 3.3 Access professional development opportunities 3.4 Record professional development undertaken for continuous learning and career development process 3.5 Incorporate feedback into review of further learning needs

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences
Reading	• Interprets textual information to determine organisation's procedures, own work performance and objectives
Writing	• Prepares written reports and workplace documents that communicate information clearly and effectively
Oral communication	• Provides and receives feedback using specific and relevant language • Uses listening and questioning techniques to confirm understanding
Numeracy	• Complies with organisational policies, procedures and protocols
Teamwork	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Proactively collaborates with others to achieve specific goals
Planning and organising	• Plans and organises work commitments to ensure deadlines and objectives are met • Uses formal analytical thinking techniques to recognise and respond to routine problems
Technology	• Uses digital systems and tools to enter, store and monitor information

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Unit Mapping Information

Supersedes and is equivalent to BSBWOR301 Organise personal work priorities and development.

Links

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Assessment Requirements for BSBPEF301 Organise personal work priorities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare and implement a personal work plan.

In the course of the above, the candidate must:

- prepare a work plan according to organisational requirements and work objectives
- use technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work tasks and address contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from relevant personnel
- identify personal development needs and access, complete and record skill development and learning.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures relevant to work tasks
- goals, objectives and key performance indicators for task within scope of job role
- methods to elicit, analyse and interpret feedback when communicating with other people in the workplace
- content of work plans including:
  - timeframes
  - tasks requirements
  - risks
  - contingencies for identified risks
- types of personal learning and professional development requirements
- principles and techniques of goal setting, measuring performance and time management

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- signs and sources of stress and strategies to deal with stress in the workplace
- methods to identify and prioritise personal learning needs.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- challenges and situations to demonstrate application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBPEF402 Develop personal work priorities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to plan and prioritise own work tasks. It also addresses the skills and knowledge to monitor and obtain feedback on personal work performance.

The unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan personal work schedule	1.1 Identify task requirements 1.2 Identify own accountabilities in line with task requirements 1.3 Assess barriers for performance of personal accountabilities 1.4 Develop a personal work schedule
2. Implement personal work schedule	2.1 Communicate personal work schedule to relevant personnel 2.2 Monitor own performance according to personal work schedule 2.3 Document variations between expected and actual work performance according to task requirements and communicate to relevant personnel

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ELEMENT	PERFORMANCE CRITERIA
3. Review personal work priorities	3.1 Seek and evaluate feedback from relevant stakeholders on own work performance 3.2 Analyse variations between expected and actual work performance 3.3 Update personal work schedule according to internal and external feedback and changes in circumstances

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Develops strategies to reflect on own performance and obtain feedback
Reading	• Identifies and applies textual information from relevant sources to understand organisation's policies and practices
Writing	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Numeracy	• Analyses numerical information related work accountabilities
Enterprise and initiative	• Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures
Planning and organising	• Plans, organises and implements tasks to meet organisational requirements • Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively

Unit Mapping Information

Supersedes and is equivalent to BSBWOR404 Develop work priorities.

Supersedes but is not equivalent to:

- BSBSMB408 Manage personal, family, cultural and business obligations
- BSBWOR424 Develop a time management plan.

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Assessment Requirements for BSBPEF402 Develop personal work priorities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop, implement and review one personal work schedule.

In the course of the above, the candidate must:

- identify personal responsibilities and barriers to their fulfilment according to task requirements
- prepare a personal work schedule
- communicate work schedule to relevant personnel
- monitor personal work performance to identify variations between expected and actual work performance
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from internal and external stakeholders.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- content of work plans including:
  - resource requirements
  - stakeholder needs
  - workgroup targets
- business technology applications to schedule tasks and plan work
- methods of personal work performance review including:
  - self-assessment
  - feedback from others
- techniques to prepare personal plans and establish priorities
- methods to elicit, analyse and interpret feedback.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate the application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBPEF501 Manage personal and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to implement systems and process that support the personal and professional development of self and others.

The unit applies to individuals working in a range of managerial positions who are accountable for the development and performance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage work goal development	1.1 Document team member responsibilities and identify organisational framework for development of work goals 1.2 Support others to develop work goals, plans and activities that align with their responsibilities 1.3 Assess others' work goals, plans and activities for alignment with organisational goals and provide feedback to team members 1.4 Facilitate access to personal and professional development opportunities that align to team member goals, plans and activities
2. Facilitate achievement of work priorities	2.1 Assess and prioritise personal, team and organisational demands 2.2 Use technology to manage work priorities of the team

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify and implement techniques to manage team health and wellbeing in the workplace
3. Develop and maintain professional competence	3.1 Document own development needs, priorities and plans using applicable competency standards, where required 3.2 Seek feedback from relevant personnel on own development needs 3.3 Participate in personal and professional development activities that address identified needs, priorities and plans

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Investigates and uses a range of strategies to develop personal competence
Reading	• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	• Uses feedback to prepare reports that summarise ways to improve competence
Oral communication	• Uses active listening and questioning to seek and receive feedback
Enterprise and Initiative	• Identifies how own role contributes to broader organisational goals • Considers organisational protocols when planning career development of self and others
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Planning and organising	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency
Technology	• Uses technology to manage and prioritise work tasks

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Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBLED503 Maintain and enhance professional practice
- BSBWOR501 Manage personal work priorities and professional development.

Links

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Assessment Requirements for BSBPEF501 Manage personal and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement a plan for own personal and professional development
- manage personal and professional development of at least two other individuals.

In the course of the above, the candidate must:

- identify roles and responsibilities of team members
- support two different individuals to develop work goals that align with their role and responsibilities
- facilitate team member access to relevant personal and professional development activities
- use technology to organise and prioritise tasks and commitments of a team or work area
- research and implement techniques for maintaining health and wellbeing of self and others
- develop personal work goals, plans and activities to meet work goals
- measure personal work performance, including assessing competency against competency standards
- participate in personal and professional development activities to develop professional competence.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- roles and responsibilities of team members
- principles and techniques involved in the management or organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - personal development plans
  - personal goal setting

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  - task prioritisation
- common personal and professional development activities relevant to the industry
- technology to plan and prioritise work tasks
- techniques to manage health and wellbeing in the workplace
- organisation's human resources policies and procedures relevant to professional development.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate the application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBPEF502 Develop and use emotional intelligence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and use emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the workplace.

The unit applies to individuals who are required to identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems as part of their job role. These individuals may be responsible for leading a team or work area.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to develop emotional intelligence	1.1 Develop evaluation criteria for assessing emotional strengths and weaknesses 1.2 Assess emotional strengths and weaknesses against evaluation criteria 1.3 Identify and analyse potential emotional stressors in the workplace 1.4 Identify methods for responding to emotional stressors 1.5 Seek feedback from others to identify and confirm methods for responding to emotional stressors in the workplace
2. Develop emotional	2.1 Analyse and document emotional responses of co-workers

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ELEMENT	PERFORMANCE CRITERIA
intelligence	2.2 Develop a plan for identifying and responding to a range of emotional expressions 2.3 Apply techniques that indicate flexibility and adaptability in dealing with others in the workplace 2.4 Apply techniques that show consideration for the emotions of others when making decisions 2.5 Consult with relevant stakeholders and identify improvement areas for own emotional intelligence
3. Promote development of emotional intelligence in others	3.1 Identify workplace opportunities for others to express their thoughts and feelings 3.2 Develop tasks for assisting others to understand effect of personal behaviour and emotions on others in the workplace 3.3 Implement identified opportunities and tasks in the workplace according to organisational policy and procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Identifies and uses strategies to improve own emotional intelligence
Oral communication	• Uses appropriate language and nonverbal features to present information and seek feedback • Uses listening and questioning skills to elicit the views of others and to clarify or confirm understanding
Teamwork	• Identifies personal attributes and considers the impact on others and modifies approach to support development • Adapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence • Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence
Enterprise and Initiative	• Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

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Unit Mapping Information

Supersedes and is equivalent to BSBLDR511 Develop and use emotional intelligence.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPEF502 Develop and use emotional intelligence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- demonstrate emotional intelligence in relation to at least two different work tasks
- promote development of emotion intelligence in others on at least one occasion.

In the course of the above, the candidate must:

- develop assessment criteria to assess personal emotional strengths and weaknesses
- conduct an analysis to identify personal emotional triggers, incorporating feedback from others
- analyse and document interactions with co-workers
- develop and implement plans for responding to emotional expressions
- apply techniques that promote flexibility in interactions with others and show consideration for the emotions of others.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- application of emotional intelligence attributes, including:
  - self-awareness
  - self-management
  - social awareness
  - relationship management
- emotional intelligence principles and strategies
- strategies for communicating with a diverse workforce that has varying expressions of emotion
- methods to develop emotional intelligence in others
- emotional intelligence in the context of building workplace relationships.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate the application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define project	1.1 Access project scope and other relevant documentation 1.2 Define project stakeholders 1.3 Seek clarification from delegating authority of issues related to

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ELEMENT	PERFORMANCE CRITERIA
	project and project parameters 1.4 Identify limits of own responsibility and reporting requirements 1.5 Clarify relationship of project to other projects and to the organisation's objectives 1.6 Determine and access available resources to undertake project
2. Develop project plan	2.1 Develop project plan in line with the project parameters 2.2 Identify and access appropriate project management tools 2.3 Formulate risk management plan for project, including Work Health and Safety (WHS) 2.4 Develop and approve project budget 2.5 Consult team members and take their views into account in planning the project 2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3 Establish and maintain required recordkeeping systems throughout the project 3.4 Implement and monitor plans for managing project finances, resources and quality 3.5 Complete and forward project reports as required to stakeholders 3.6 Undertake risk management as required to ensure project outcomes are met 3.7 Achieve project deliverables
4. Finalise project	4.1 Complete financial recordkeeping associated with project and check for accuracy 4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles 4.3 Complete project documentation and obtain necessary sign-offs for concluding project
5. Review project	5.1 Review project outcomes and processes against the project scope and plan

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Involve team members in the project review 5.3 Document lessons learned from the project and report within the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.4, 3.5, 4.1, 4.3, 5.1	• Organises, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3	• Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text • Establishes and maintains records according to organisational requirements
Numeracy	1.6, 2.4, 3.4, 4.1	• Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information
Oral communication	2.5, 5.2	• Participates in verbal discussions using clear language and appropriate features to present or seek information • Using listening and questioning skills to seek information and confirm understanding
Navigate the world of work	1.3, 1.4, 2.3, 3.1, 4.3	• Recognises and responds to organisational and legislative/regulatory requirements
Interact with others	2.5, 3.1, 3.2, 4.2, 5.2	• Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations • Uses collaborative techniques to engage stakeholders in consultations and negotiations
Get the work done	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3	• Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify

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		opportunities for improvement • Uses digital technologies and applications to access, organise and share information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organisational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown
  - budget and allocation of resources
  - timelines
  - risk management
  - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
  - lines of authority and approvals
  - quality assurance
  - human resources
  - budgets and finance
  - recordkeeping
  - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRKG502 Manage and monitor business or records systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to set up the operational frameworks for the creation, capture and use of records and to monitor and review these frameworks and activities within a business or records system of a specific business domain.

It applies to individuals who work closely with other staff members in an organisation and may also have a degree of individual responsibility and autonomy. They use a range of organisational, analytical and managerial techniques to perform their work in business and records systems or in specialist recordkeeping environments, such as archives.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Recordkeeping

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine requirements or modifications	1.1 Identify and document core business, supporting activities, resources, business and social context, using observation and consultation 1.2 Determine security and access requirements for business or records system content from analysis of organisation's activities 1.3 Analyse organisational reporting and accountability

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ELEMENT	PERFORMANCE CRITERIA
	requirements in the context of the business documentation 1.4 Identify organisational functions and activities for which records must be kept, from analysis of business and context documentation 1.5 Determine format content and metadata of records for each organisational function from analysis of the business and its context
2. Devise an appropriate recordkeeping system	2.1 Determine metadata needed to manage record storage, location and retrieval in a business or records system 2.2 Select scale, and number of business or records systems appropriate to scale and nature of business operations 2.3 Select technological requirements of business or records systems appropriate to scale and nature of business operations 2.4 Select cost structure for business or records systems appropriate to scale, nature, and organisational cash flow requirements 2.5 Ensure maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organisation 2.6 Select business or records system suited to the projected growth of the organisation
3. Develop an implementation plan	3.1 Identify and document recordkeeping responsibilities of individual personnel or organisational units 3.2 Develop measurable performance indicators for recordkeeping activities 3.3 Develop procedures and guidelines for capturing and controlling records 3.4 Communicate an implementation plan to users of the system and other relevant organisational staff
4. Monitor and review business or records system	4.1 Monitor business and records system and notify staff in accordance with approved timeframes, frequency, and organisational policies and guidelines where applicable 4.2 Record details of variation from business or records system's rules, standards and procedures that exceed agreed limits 4.3 Provide required reports to appropriate authority relating to use and maintenance of records 4.4 Designate responsibilities to staff for record creation and

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ELEMENT	PERFORMANCE CRITERIA
	capture activities in accordance with organisational policies
5. Identify and respond to problems and changes	5.1 Use monitoring reports and external events to identify any problems and changes that require a systemic response 5.2 Make recommendations for revisions to systems, procedures, and strategic plans in response to identified variations, changes and problems 5.3 Devise amendments to systems and implementation or other plans where required 5.4 Prepare recommendations for system amendments, planning and implementation 5.5 Authorise or gain authorisation, for procedures for using the business or records systems, and for any subsequent alterations and amendments to the procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 3.1, 3.2, 4.1, 4.2, 5.1	• Critically evaluates content from a range of structurally complex texts and applies to own context
Writing	1.1, 1.2, 1.5. 2.1, 3.1-3.4, 4.1, 4.2, 4.3, 4.4, 5.2, 5.4, 5.5	• Uses clear, accurate and relevant language to organise, record and update information and complete workplace documentation
Oral Communication	1.1, 3.1, 3.4, 4.4, 5.5	• Employs active listening and questioning techniques to confirm requirements • Clearly articulates plans and responsibilities to relevant personnel using appropriate language and features
Numeracy	1.1, 1.4, 2.1, 2.4	• Identifies and comprehends numerically expressed information in financial records and other business documentation that informs of recordkeeping system requirements • Assesses need for numerical information in metadata and calculates costs associated with system structure and operation

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Navigate the world of work	3.3, 4.1, 5.1, 5.2	• Develops and maintains organisational policies and procedures, monitors adherence, and understands how own role contributes to broader goals of the work environment
Interact with others	3.4, 4.3, 5.5	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 4.4, 5.1, 5.2, 5.3	• Takes responsibility for planning and organising own workload and tasks to ensure work deadlines are met • Makes decisions by using systematic, analytical processes, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Understands the purposes, specific functions and key features of digital systems and tools • Recognises and addresses some unfamiliar problems of increasing complexity within own scope

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRKG502 Manage and monitor business or records systems	BSBRKG502B Manage and monitor business or records systems	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRKG502 Manage and monitor business or records systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse, develop and document a business or records system including a detailed implementation plan
- develop specifications and performance indicators to monitor system effectiveness
- develop and document a plan to address issues identified during monitoring or review.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- explain the characteristics of the organisational functions, structure and culture relevant to the business or records system
- explain the organisational policies, strategies and procedures for records access and security
- identify problems and changes that could require a systemic response.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

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- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies, and where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have

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ELEMENT	PERFORMANCE CRITERIA
	been taken to identify all risks 1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse and document risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes
3. Treat risks	3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses 3.2 Identify control measures for all risks 3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4 Choose and implement control measures for own area of operation and/or responsibilities 3.5 Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1 Regularly review implemented treatment/s against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Provide assistance to auditing risk in own area of operation 4.4 Monitor and review management of risk in own area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	1.3, 2.1, 2.3, 3.5	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes

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Oral communication	2.1	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	1.2, 4.1	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 1.3, 3.3	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Interact with others	2.1	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	• Determines job sequence and works logically and systematically to undertake defined tasks • Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions • Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK401 Identify risk and apply risk management processes	BSBRSK401A Identify risk and apply risk management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

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- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK501 Manage risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish risk context	1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards 1.2 Determine scope for risk management process 1.3 Identify internal and external stakeholders and their issues 1.4 Review political, economic, social, legal, technological and policy context

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Review strengths and weaknesses of existing arrangements 1.6 Document critical success factors, goals or objectives for area included in scope 1.7 Obtain support for risk management activities 1.8 Communicate with relevant parties about the risk management process and invite participation
2. Identify risks	2.1 Invite relevant parties to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select most appropriate options for treating risks 4.2 Develop an action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Ensure all documentation is in order and appropriately stored 4.5 Implement and monitor action plan 4.6 Evaluate risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 1.5, 2.2	• Comprehends a variety of relatively complex texts • Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	1.6, 1.8, 2.1, 2.3, 4.3	• Develops textual material and organises content in a manner that effectively documents

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		risk management analysis and assessment priorities and processes
Oral Communication	1.8, 2.1, 2.3, 4.3	• Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	2.2	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 2.1, 4.3	• Refers to organisational processes, procedures and requirements when making decisions about risk management
Interact with others	1.8, 2.1, 2.3, 4.3	• Establishes and uses appropriate conventions and protocols when communicating with stakeholders about risk management • Consults and negotiates with stakeholders about risk management processes and outcomes
Get the work done	1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6	• Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication • Systematically analyses information to decide on appropriate risk management treatments • Uses digital technologies and systems to access information, document plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK501 Manage risk	BSBRSK501B Manage risk	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK501 Manage risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify the scope and context of the risk management process including:
  - stakeholder analysis
  - political, economic, social, legal, technological and policy context
  - current arrangements
  - objectives and critical success factors for the area included in scope
  - risks that may apply to scope
- consult and communicate with relevant stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- outline organisational policies, procedures and processes for risk management.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSLS408 Present, secure and support sales solutions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to present sales solutions that respond to specific buying needs of a client, and to use sales processes associated with securing prospect commitment to proceed with a sale.

It also includes attending to post-sales activities that build and strengthen the partnership between a salesperson and client, and enhance the likelihood of future sales.

It applies to individuals working in sales-related positions in a small, medium or large enterprise, in a wide variety of industries, who may provide sales solutions individually, or provide advice and support on aspects of sales solutions to support a sales team.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Unit Sector

Business Development – Sales

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for sales presentation	1.1 Obtain and organise products, ideas and services for use within sales presentation 1.2 Review product information to ensure familiarity with products

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify sales tactics, and assess and choose options that meet needs and preferences of the prospect 1.4 Consider variety of sales solutions and prepare to meet buyer needs 1.5 Identify and select sales aids 1.6 Identify alternatives for prospects and assess in relation to anticipated buyer needs
2. Present sales solution	2.1 Use gestures, posture, body language, facial expressions and voice to create a supportive selling environment 2.2 Use listening skills and open-ended questions to identify buyer needs, preferences, motives and objections 2.3 Adjust presentation to match needs and preferences of buyer 2.4 Use persuasive communication techniques to secure buyer interest 2.5 Ensure presentation demonstrates and communicates key features of product and emphasises benefits in relation to identified buyer needs 2.6 Obtain and present proof of benefits through product purchase 2.7 Use sales aids to build buyer understanding of how product aligns with needs
3. Respond to buyer signals	3.1 Identify and assess verbal and non-verbal buying signals 3.2 Use probing to identify source of buyer resistance 3.3 Identify strengths and limitations of buyer resistance strategies 3.4 Select and implement strategy for managing buyer resistance 3.5 Use trial closes strategically during different stages of sales process
4. Negotiate and finalise sale	4.1 Initiate formal close to sales process following one or more trial closes 4.2 Select strategy to close sale, and use supportive and confirming language to support closure 4.3 Negotiate conditions of agreement, outline a summary of agreement to buyer, and confirm buyer's decision 4.4 Provide advice on financing arrangements, if required 4.5 Prepare and complete sales documents, and process and monitor client order

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ELEMENT	PERFORMANCE CRITERIA
	4.6 Identify and present cross-selling opportunities to buyer
5. Support post-sale activities	5.1 Ensure contact is made with buyer post-sale to ensure agreed expectations have been met 5.2 Provide technical assistance or advice and assist clients to access appropriate after-sales support 5.3 Use feedback solicitation regarding sales process and product satisfaction 5.4 Address and resolve service problems and difficulties identified through feedback 5.5 Develop and implement client loyalty strategies to secure buyer loyalty and facilitate ongoing contact 5.6 Offer and implement additional sales solutions and benefits to clients when opportunities arise

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.6, 2.7, 4.3-4.6, 5.1-5.6	• Analyses and evaluates textual information to develop research strategies, integrate facts and ideas, and meet organisational requirements
Writing	1.1, 4.5-4.6, 5.1-5.6	• Creates documents using specific and detailed language to convey explicit information, requirements and recommendations
Oral Communication	1.1, 2.1-2.7, 3.1-3.5, 4.1-4.6, 5.1-5.6	• Obtains information by listening and questioning, and • Participates in discussions using detailed, clear and persuasive language to contribute details, express requirements and provide advice
Numeracy	2.6, 4.3-4.5, 5.5	• Identifies, interprets and compares mathematical information in simple and familiar written texts
Interact with others	2.3, 2.4, 3.2-3.4, 4.2, 5.3-5.5	• Uses a range of interpersonal skills to build rapport and establish relationships with others • Tailors communication to achieve purpose, demonstrating a sophisticated understanding of audience needs

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Get the work done	1.1-1.3, 2.1-2.7, 3.2, 3.4, 3.5, 4.1-4.6, 5.1-5.6	• Sequences and schedules complex activities to achieve outcomes in a timely fashion • Uses systematic, analytical processes in complex, non-routine situations, setting goals, designing strategies, gathering relevant information and evaluating options • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes • Uses main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSLS408 Present, secure and support sales solutions	BSBSLS408A Present, secure and support sales solutions	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSLS408 Present, secure and support sales solutions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify principles of effective sales presentation
- identify buyer needs and present sales solution
- manage buyer resistance
- finalise a sale
- implement support for post-sale activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- demonstrate detailed product knowledge, including product:
  - advantages and disadvantages
  - features
  - service benefits
- identify materials and aids that support presentations
- identify principles for achieving an effective sales presentation mix
- describe statistical methods used to demonstrate sales performance
- describe strategies used to:
  - manage client accounts
  - build client goodwill
  - develop client loyalty.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – sales field of work and include access to:

- office equipment and resources
- support materials for effective presentations
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB306 Plan a home based business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to employ useful strategies to set up a business from home.

It applies to individuals who are establishing or operating a micro business providing self-employment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine viability of basing a business in a home environment	1.1 Identify activities that will be undertaken by the business and what facilities and workspace are needed 1.2 Identify what licences, permits, regulations or restrictions apply to operating a home based business 1.3 Identify availability of services and infrastructure to support the business 1.4 Calculate costs of suitable fittings and equipment for the business and any modifications required to existing facilities and

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ELEMENT	PERFORMANCE CRITERIA
	infrastructure in the home 1.5 Determine access requirements of clients or delivery vehicles to the business premises 1.6 Identify insurance requirements for operation of the business in the home
2. Plan workplace in a home environment	2.1 Prepare a floor plan or layout that meets needs of the business and home occupants 2.2 Prepare any concept plans for modifications to buildings or structures in accordance with local government requirements 2.3 Obtain approvals from relevant authorities 2.4 Identify work health and safety (WHS) issues and develop procedures to eliminate or minimise any risks 2.5 Design workplace to provide appropriate client access and facilities while retaining privacy for home occupants 2.6 Allocate adequate and secure space for business machinery, equipment and storage of materials
3. Minimise potential sources of conflict	3.1 Identify possible sources of conflict with neighbours or home occupants 3.2 Develop protocols for home occupants, visitors and clients to enable the business to successfully operate in the home environment 3.3 Prepare a work schedule that identifies business and personal activities 3.4 Establish contingency plans for unanticipated events

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.6, 2.2, 2.4	• Interprets all legislative and regulatory information pertinent to business requirements
Writing	1.6, 2.1, 2.3, 2.4, 3.2-3.4	• Uses factual information to complete required forms and workplace documentation

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Oral Communication	1.6, 2.3	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and listening and questioning techniques to confirm understanding
Numeracy	1.4	• Analyses numerical information to calculate equipment and infrastructure costs
Navigate the world of work	1.2, 2.2, 2.4, 3.2	• Appreciates implications of legal and regulatory responsibilities related to own work and recognises specific legal principles and protocols applicable across work context
Interact with others	2.3	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.3-1.6, 2.1, 2.5, 2.6, 3.1, 3.3, 3.4	• Plans, organises and implements tasks required to determine needs for a home based business • Takes responsibility for outcomes of decisions related directly to own role • Recognises and takes responsibility for addressing and rectifying potential problems

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB306 Plan a home based business	BSBSMB306A Plan a home based business	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB306 Plan a home based business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify practical requirements of running a home based business, including calculation of costs
- plan suitable workspace, including:
  - preparing concept plan for possible modifications to structure of building
  - obtaining relevant approvals from external sources
  - following required legislation
- implement procedures and protocols to ensure home based business runs smoothly including:
  - creating work schedule
  - identifying and establishing contingency plans for areas of possible conflict.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list factors to consider in setting up a home based business, including prohibitive factors
- list commonwealth, state/territory and local government legislative requirements relating to business operation, especially for health and safety and environmental issues
- outline constraints of home based businesses
- summarise relevant services and available infrastructure.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- workplace office equipment and resources
- relevant legislation, regulations, standards and codes
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB401 Establish legal and risk management requirements of small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assess and prioritise risks and identify and comply with all regulations affecting the business.

It applies to individuals operating a small business or setting up a department within a larger organisation, who are skilled at communicating and interpreting legislation and regulations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and implement business legal requirements	1.1 Identify and research possible options for the business legal structure using appropriate sources 1.2 Determine legislation and regulatory requirements affecting operations of the business under its chosen structure 1.3 Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with	2.1 Establish systems to ensure legal rights and responsibilities of

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ELEMENT	PERFORMANCE CRITERIA
legislation, codes and regulatory requirements	the business are identified and the business is adequately protected, specifically in relation to occupational health and safety (OHS), business registration and environmental requirements 2.2 Identify taxation principles and requirements relevant to the business, and follow procedures to ensure compliance 2.3 Identify and carefully maintain legal documents and maintain and update relevant records to ensure their ongoing security and accessibility 2.4 Monitor provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5 Conduct investigations to identify areas of non-compliance with legal and regulatory requirements, and take corrective action where necessary
3. Negotiate and arrange contracts	3.1 Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2 Investigate and assess potential products/services to determine procurement rights and ensure protection of business interests where applicable 3.3 Negotiate and secure contractual procurement rights for goods and services including contracts with relevant people, as required, in accordance with the business plan 3.4 Identify insurance requirements and acquire adequate cover 3.5 Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.2-3.5	• Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements
Writing	1.3, 2.1, 2.3, 2.5,	• Prepares written reports and workplace documentation that communicate complex information clearly and

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	3.1, 3.3, 3.5	effectively
Oral Communication	2.5, 3.1, 3.3	• Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions • Participates in verbal negotiations using language suitable to audience
Numeracy	2.2, 2.5, 3.3, 3.4	• Reviews, analyses, compares and contrasts numerical data which may be embedded in documents • Calculates business insurance costs and compares costing options
Navigate the world of work	1.2, 1.3, 2.1	• Monitors adherence to organisational policies and legislative responsibilities and considers own role in terms of its contribution to broader goals of work environment
Interact with others	3.1, 3.3	• Plays a lead role in situations requiring effective collaboration, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others
Get the work done	1.1-1.3, 2.1	• Plans, organises and implements tasks required to determine legal and risk management requirements • Implements actions as per plan, making adjustments if necessary and addressing unexpected issues • Understands importance of secure information in relation to own work and takes personal responsibility for identifying and managing risk factors • Makes a range of critical and non-critical decisions in complex situations, taking a range of factors into account

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB401 Establish legal and risk management requirements of small business	BSBSMB401A Establish legal and risk management requirements of small business	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBSMB401 Establish legal and risk management requirements of small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate a systematic approach to identifying, managing and meeting legal and business requirements, specifically in regard to OHS, business registration and environmental requirements
- ensure compliance, by:
  - following taxation principles
  - updating and maintaining legal documents
  - investigating areas of non-compliance
  - monitoring provision of products and services
  - taking corrective action where necessary
- negotiate and arrange contracts, including:
  - seeking legal advice
  - investigating procurement rights
  - following the business plan
  - identifying insurance requirements
  - identifying options of leasing/ownership of business premises.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline business registration and licensing requirements
- identify commonwealth, state/territory and local government legislative requirements relating to business operation
- explain creation and termination of relevant legal contracts

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- summarise relevant cultural differences and legal implications
- describe legal rights and obligations of alternative ownership structures
- outline necessary record keeping to meet minimum legal and taxation requirements
- summarise relevant consumer legislation and industry codes of practice
- explain relevant insurance requirements and products.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for analysis of data
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB403 Market the small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear strategy complementing the business plan.

It applies to individuals who operate a small business independently or within a larger organisation. Individuals in this role analyse and interpret market data and are proficient communicators.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop marketing strategies	1.1 Analyse the business and its key products or services to determine focus of marketing activities, in accordance with objectives of the business plan 1.2 Evaluate customer base and target market for the small business as a basis for marketing objectives and strategies 1.3 Determine marketing objectives and strategies are ethically and culturally appropriate, in consultation with relevant people and in accordance with the business plan

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ELEMENT	PERFORMANCE CRITERIA
2. Determine a marketing mix for the business	2.1 Balance product mix, volumes and pricing to optimise sales and profit 2.2 Evaluate costs and benefits of using different distribution channels and/or providing different levels of customer service, and consider results in determining marketing mix 2.3 Determine promotional activities to suit target market 2.4 Consider customer needs and preferences in determining marketing mix 2.5 Determine marketing mix according to market and business needs
3. Implement marketing strategies	3.1 Brief those involved in the marketing effort on their roles and responsibilities, to ensure success of marketing strategies 3.2 Plan and implement promotional activities, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1 Monitor marketing activities and evaluate business performance according to objectives and targets of the business plan 4.2 Analyse performance gaps and take corrective action or set new targets 4.3 Encourage all relevant people to propose ways to improve marketing performance 4.4 Seek and analyse customer reaction to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5 Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6 Monitor and investigate market changes for new opportunities to aid business development

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1-1.3, 2.2-2.4, 3.2, 4.1, 4.4, 4.6	• Identifies, analyses and evaluates complex information from a range of sources
Writing	1.3, 2.3, 2.5, 3.1, 3.2, 4.4-4.6	• Prepares reports and other workplace documentation using structure, layout and terminology appropriate to the audience
Oral Communication	1.3, 3.1, 4.3, 4.4	• Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment • Uses questioning and listening to check and confirm understanding
Numeracy	2.1, 2.2, 3.2, 4.2	• Analyses numerical information to determine budgetary requirements and product quantities • Uses a range of calculation methods to evaluate costs and benefits
Navigate the world of work	4.5	• Regularly reviews current situation and develops strategies to address improvements in marketing performance
Interact with others	4.3	• Recognises importance of building rapport to establish effective working relationships
Get the work done	1.1-1.3, 2.1-2.5, 3.2, 4.1, 4.2	• Plans, organises and implements tasks required to develop and implement marketing strategies • Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB403 Market the small business	BSBSMB403A Market the small business	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB403 Market the small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine objectives of the business plan, including marketing activity focus
- evaluate customer base
- understand what is ethically and culturally appropriate
- determine a marketing mix according to market and business needs, including:
  - ability to optimise sales and profit
  - ability to evaluate costs and benefits
  - determine customer needs and promotional activities
- determine marketing strategies, including briefing appropriate personnel on their responsibilities
- monitor and evaluate activities and performance, and correct performance gaps
- consult and communicate effectively with relevant people
- research and monitor ongoing changes and improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss industry market trends
- identify performance evaluation methods
- explain methods of analysing costs and benefits of marketing strategies
- summarise methods of developing marketing objectives and marketing mix
- outline methods of monitoring customer satisfaction
- identify relevant market analysis and research
- provide a detailed explanation of relevant marketing concepts and methods.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for analysis of data
- relevant workplace documents
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently and are skilled communicators.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify elements of the business plan	1.1 Identify purpose of the business plan 1.2 Identify and review essential components of the business plan 1.3 Identify and document business goals and objectives as a basis for measuring business performance
2. Develop a business plan	2.1 Research resources, legal and compliance requirements, specifically in relation to occupational health and safety (OHS), in accordance with business goals and objectives

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Research market needs, and market size and potential 2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business 2.4 Identify methods, from marketing strategies, to promote market exposure of the business 2.5 Identify methods/means of production/operation from production/operations plan to conform with business goals and objectives 2.6 Identify staffing requirements to effectively produce/deliver products/services 2.7 Identify specialist services and sources of advice, where required, and cost in accordance with available resources
3. Develop strategies for minimising risks	3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction 3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements 3.3 Develop a contingency plan to address possible areas of non-conformance with the plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.7, 3.1, 3.2	• Identifies, analyses and evaluates complex workplace documentation during planning process
Writing	1.3, 2.3-2.7, 3.1-3.3	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.1	• Articulates ideas and requirements using language appropriate to audience
Numeracy	2.2, 2.3, 2.5-2.7	• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses

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Navigate the world of work	2.1, 3.2	• Appreciates implications of legal and regulatory responsibilities related to own work
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	• Plans, organises and implements tasks required to develop a business plan • Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB404 Undertake small business planning	BSBSMB404A Undertake small business planning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products/services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) responsibilities
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss commonwealth, state/territory and local government legislative requirements and industry codes of practice relating to small business planning
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to business planning
- explain reasons for, and benefits of, business planning
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement a business plan and modify operations as required.

It applies to individuals who operate a small business which stands alone, or is part of a department within a larger organisation. Individuals in this role are skilful communicators and interpret numerical data with ease.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop operational strategies and procedures	1.1 Develop an action plan to provide a clear and coherent direction, in accordance with business goals and objectives 1.2 Identify work health and safety (WHS) and environmental issues, and implement strategies to minimise risk factors

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Develop a quality system for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop performance measures and operational targets to conform with the business plan 1.5 Develop strategies for innovation, including utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2 Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3 Maintain staffing requirements, where applicable, within budget, to maximise productivity 2.4 Carry out provision of goods/services in accordance with established legal, ethical cultural and technical standards 2.5 Provide goods/services in accordance with time, cost and quality specifications, and customer requirements 2.6 Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1 Regularly monitor/review achievement of operational targets to ensure optimum business performance, in accordance with business plan goals and objectives 3.2 Review systems and structures, with a view to more effectively supporting business performance 3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of the business quality system 3.4 Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2 Clearly record proposed changes to aid future planning and evaluation 4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 4.1	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.1, 1.3-1.5, 3.2, 3.4, 4.1, 4.2	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.2	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding
Numeracy	2.2, 2.3, 2.5	• Interprets numerical information to manage performance information and regulate cash flow
Navigate the world of work	1.1-1.3, 2.2, 2.4, 4.1	• Develops and revises organisational policies and procedures • Appreciates implications of legal and regulatory responsibilities related to own work with specific reference to safety
Get the work done	1.1, 1.3-1.5, 2.1-2.3, 2.5, 2.6, 3.1-3.3, 4.1, 4.3	• Plans, organises and implements tasks required to implement strategies and procedures • Reflects on how digital systems and tools are used or could be used to achieve work goals • Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation • Uses experiences to reflect on how variables impact decision outcomes, and to gain insights into what constitutes ‘good’ judgement and an effective decision in different contexts

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB405 Monitor and manage small business operations	BSBSMB405B Monitor and manage small business operations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop strategies and procedures to successfully manage business operations, including:
  - developing an action plan
  - identifying risk management procedures
  - developing a quality system
  - implementing performance measures
  - utilising technologies to optimise business performance
- implement and monitor strategies and procedures developed, including:
  - analysing and correcting business problems
  - reviewing and adjusting the business plan
- record and research business improvements
- make appropriate adjustments to business operations as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain methods for implementing operation and revenue control systems
- summarise methods for monitoring performance and implementing improvements

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- outline work health and safety (WHS) responsibilities and procedures for managing hazards
- identify relevant principles of risk management, including risk assessment
- clarify quality system principles and methods
- explain relevant marketing, sales and financial concepts
- summarise relevant performance measures
- outline systems to manage staff, stock, expenditure, services and customer service
- identify technical or specialist skills relevant to business operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role are skillful communicators and interpret financial reports and other numerical data with ease.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement financial plan	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate and extend the business in accordance with the business plan 1.2 Produce financial budgets/projections, including cash flow estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements 1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet requirements of

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ELEMENT	PERFORMANCE CRITERIA
	financial backers 1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow 1.6 Select key performance indicators to enable ongoing monitoring of financial performance 1.7 Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1 Regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial plan has been met 2.2 Monitor marketing and operational strategies for their effects on the financial plan 2.3 Calculate and evaluate financial ratios according to own/industry benchmarks 2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.4	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.2-1.5, 1.7, 2.1	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.3, 1.7	• Provides clear explanations using language and features suitable to the audience • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1-1.5, 2.1, 2.3, 2.4	• Interprets numerical information to calculate all relevant financial information

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Navigate the world of work	1.2, 1.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.3, 1.7	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role • Uses effective negotiation skills to achieve outcomes
Get the work done	1.1, 1.2, 1.4-1.6, 2.2, 2.4	• Plans, organises and implements tasks required to manage finances • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB406 Manage small business finances	BSBSMB406A Manage small business finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- operate and extend the business according to the business plan, including:
  - adhering to legal requirements
  - meeting requirements of financial backers
  - defining strategies for contingencies for debtors
  - defining key performance indicators
  - communicating with relevant personal
- monitor the business against financial plan and make changes as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss benchmarking
- explain financial decision-making relevant to the business
- summarise significant financial indicators
- outline purposes of financial reports
- clarify preparation and interpretation of budget/actual reports
- identify principles for preparing balance sheets and their interpretation
- characterise principles for preparing profit and loss statements and their interpretation
- discuss stock records / stock control relevant to the business.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB407 Manage a small team

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select, induct, train and develop staff members to enhance business operations within the parameters of all relevant legislative requirements.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role have a good knowledge of industrial relations and team management and use effective, responsive and supportive communication in workplace interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop staffing plan	1.1 Determine staffing requirements to allow the business to run effectively, in accordance with requirements outlined in the business plan 1.2 Identify and compare existing skills/competencies of owner/s and staff with business requirements to identify any gaps 1.3 Develop policies and procedures for owner/s and staff, in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with the business plan
2. Recruit, induct, train and retain team	2.1 Develop job/position descriptions, competencies required and selection criteria to meet business' needs 2.2 Judge information obtained from each candidate against specified selection criteria, and select according to business needs and legal requirements 2.3 Induct new staff members in accordance with policies and procedures of the business 2.4 Make team members aware of their responsibilities and performance requirements as soon as practicable, and take opportunities to coach team members who are unfamiliar with procedures of the business 2.5 Develop and implement a staff development program and career paths based on requirements of business and staff competencies 2.6 Advertise staff vacancies appropriately in accordance with staffing plan
3. Comply with industrial relations obligations	3.1 Clarify workplace rights and obligations of employers and employees, in accordance with legal requirements and codes of practice 3.2 Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1 Develop staff records system to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements 4.2 Monitor and accurately maintain system for recording and retrieving personnel and payroll information, and seek specialist advice where required
5. Manage staff	5.1 Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed performance measures 5.2 Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business 5.3 Support and encourage staff, and acknowledge and reward their contribution 5.4 Regularly provide opportunities for staff to discuss work related issues 5.5 Develop contingency plans to cope with unexpected or extreme

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ELEMENT	PERFORMANCE CRITERIA
	situations and take appropriate corrective action as required
6. Review team performance	6.1 Develop positive and constructive relationships with and between team members 6.2 Review and update team objectives in support of business goals on a regular basis in consultation with team members 6.3 Identify strengths and weaknesses of team against current and expected work requirements 6.4 Schedule time, on a regular basis, for team members to review work operations to maintain and improve operational efficiency 6.5 Encourage team members to monitor their own performance, suggest improvements and identify professional development needs, in accordance with personal and business requirements 6.6 Monitor and review staff turnover rate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.2, 2.3, 2.5, 2.6, 3.1, 4.1, 4.2, 5.1, 6.3, 6.5, 6.6	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.3, 2.1-2.6, 3.1, 3.2, 4.1, 4.2, 5.5, 6.1-6.3, 6.5	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.2, 2.3, 2.4, 3.2, 4.2, 5.3, 5.4, 6.1, 6.2, 6.5	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding • Participates in verbal negotiations and coaching using language suitable to audience
Numeracy	6.4	• Uses basic mathematical formulas to review staff performances within available work schedules
Navigate the	1.3, 2.2, 2.3, 3.1, 4.1	• Applies understanding of legal responsibilities to the planning and implementation of tasks

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world of work		• Develops and revises organisational policies and procedures
Interact with others	1.2, 2.4, 3.2, 5.3, 5.4, 6.1, 6.2, 6.5	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction • Looks for ways of establishing connections and building genuine understanding with a diverse range of people • Actively identifies important communication exchanges, selecting appropriate channels and format to suit purpose and audience
Get the work done	1.1, 1.2, 2.2, 2.3, 2.5, 4.2, 5.1, 5.2, 5.5, 6.3, 6.4, 6.6	• Plans, organises and implements tasks required to manage a team • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes • Anticipates potential problems and has contingency plans ready for implementation • Uses digital technologies and systems to enter, store and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB407 Manage a small team	BSBSMB407A Manage a small team	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB407 Manage a small team

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use the business plan to:
  - determine staffing requirements
  - conduct skill-gap staff training
  - develop policies and procedures
- develop job descriptions and selection criteria
- determine induction processes
- implement staff development program
- adhere to legal requirements and codes of practice
- develop staff records system
- conduct ongoing performance measures
- communicate effectively with staff members
- develop contingency plans
- develop strategies to review team performance
- monitor and review staff performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss legislative requirements relating to the business operation
- explain work health and safety responsibilities and procedures for managing hazards
- summarise relevant industry awards/enterprise agreements
- outline approaches to staff development and career planning
- summarise staff counselling, grievance and disciplinary procedures
- identify unfair dismissal legislation and procedures.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Document and measure current usage of resources using appropriate techniques 1.4 Record and file documentation measuring current usage, using

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ELEMENT	PERFORMANCE CRITERIA
	technology (such as software systems) where applicable 1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance 2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency 3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 3.1	• Recognises and interprets textual information to establish job requirements from relevant information
Writing	1.3, 1.4, 1.5, 2.2	• Completes documents using required formats
Oral Communication	1.5, 2.2, 3.3	• Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person
Numeracy	1.3	• Calculates basic metric measurements to determine resource usage
Navigate the world of work	2.1	• Understands and adheres to legal and regulatory responsibilities related to own work
Interact with others	1.5, 2.2, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts • Collaborates and cooperates with others to achieve joint outcomes
Get the work	1.1-1.4, 3.1, 3.3	• Implements actions as per plan, taking some responsibility for sequencing and timing of tasks

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done		• Uses main features and functions of digital tools to complete work tasks and access information • Analyses current practices to identify opportunities for improvement.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS211 Participate in sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to measure, support and find opportunities to improve the sustainability of work practices.

The unit applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions. These individuals work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Measure sustainable work practices	1.1 Identify sustainable work practices in own work role 1.2 Measure current usage of resources in own work role 1.3 Record and file resource usage documents 1.4 Identify resource inefficiencies from gathered information
2. Support sustainable work practices	2.1 Identify and comply with workplace sustainability procedures 2.2 Identify workplace environmental hazards according to environmental regulations and standards 2.3 Report any breaches and potential breaches to organisational personnel
3. Seek opportunities to	3.1 Identify areas of improvement to work practices in own work

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ELEMENT	PERFORMANCE CRITERIA
improve sustainable work practices	area 3.2 Consult with colleagues and management to assess potential to improve sustainability of identified work practices 3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	• Calculates basic metric measurements to determine resource usage
Reading	• Recognises and interprets textual information to establish job requirements
Writing	• Completes documents using required formats
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts • Collaborates and cooperates with others to achieve joint outcomes
Initiative and enterprise	• Implements actions according to requirements, taking some responsibility for sequencing and timing of tasks • Analyses current practices to identify opportunities for improvement
Self-management	• Understands and adheres to legal and regulatory responsibilities related to own work
Technology	• Uses main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Supersedes and is equivalent to BSBSUS201 Participate in environmentally sustainable work practices.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS211 Participate in sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in at least three sustainable work practices.

In the course of the above, the candidate must:

- identify benefits of sustainable work practices and areas of improvement for sustainable practices in the workplace
- identify and apply sustainability legislation and organisational sustainability policies and procedures
- participate in and support discussions for improved resource efficiency processes
- identify, measure and document usage of resources
- collaborate with team members to develop suggestions for improving workplace sustainability practices.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- environmental and resource hazards and risks
- Australian and international standards for corporate social sustainability
- sustainability regulations and codes of practice applicable to own role
- organisational sustainability policies and procedures
- reporting channels and procedures to report breaches and potential issues
- advantages of sustainable practices in the workplace.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

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This includes access to:

- documentation, information and resources on workplace environmental and resource efficiency
- sustainability legislation, regulations and standards.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop workplace sustainability policy	1.1 Define scope of sustainability policy 1.2 Gather information from a range of sources to plan and develop policy 1.3 Identify and consult stakeholders as a key component of the policy development process 1.4 Include appropriate strategies in policy at all stages of work for

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ELEMENT	PERFORMANCE CRITERIA
	minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches 1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7 Agree to appropriate methods of implementation, outcomes and performance indicators
2. Communicate workplace sustainability policy	2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders 2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities
3. Implement workplace sustainability policy	3.1 Develop and communicate procedures to help implement workplace sustainability policy 3.2 Implement strategies for continuous improvement in resource efficiency 3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1 Document outcomes and provide feedback to key personnel and stakeholders 4.2 Investigate successes or otherwise of policy 4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4 Modify policy and or procedures as required to ensure improvements are made

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 4.2, 4.3	• Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4	• Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Oral Communication	1.2, 1.3, 2.1, 2.2, 3.1, 4.1	• Presents information and seeks advice using language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 4.3	• Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Navigate the world of work	1.1-1.6, 3.1, 4.4	• Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS501 Develop workplace policy and	BSBSUS501A Develop workplace policy and procedures	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
procedures for sustainability	for sustainability	Minor edits to clarify performance criteria	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
  - minimising resource use
  - resource efficiency
  - reducing toxic material and hazardous chemical use
  - employing life cycle management approaches
  - continuous improvement
- plan and implement sustainability policy and procedures including:
  - agreed outcomes
  - performance indicators
  - activities to be undertaken
  - assigned responsibilities
  - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of information and explain how they can be used to plan and develop the organisation's sustainability policy

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- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBTWK502 Manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

The unit applies to individuals working at a managerial level who lead and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement. It will also involve using a range of problem solving and decision-making strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Teamwork and Relationships

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish team performance plan	1.1 Identify team purpose, roles, and responsibilities according to organisational and task objectives 1.2 Develop performance plans with expected outcomes, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1 Develop strategies for facilitating team member input into planning, decision making and operational aspects of team tasks 2.2 Develop or modify policies and procedures for promoting team

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ELEMENT	PERFORMANCE CRITERIA
	member accountability for personal work and team tasks 2.3 Provide feedback to team members on team effort and contributions 2.4 Develop processes for identifying and addressing issues, concerns and problems identified by team members
3. Facilitate teamwork	3.1 Encourage team members to participate in and to take responsibility for team activities 3.2 Support the team in identifying and resolving work performance problems 3.3 Promote work team collaboration through individual behaviour
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with relevant stakeholders 4.2 Communicate information from line management to the team 4.3 Communicate and follow-up unresolved issues, concerns and problems raised by team members with line management 4.4 Address unresolved issues, concerns and problems raised by stakeholders

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	• Prepares workplace documentation that communicates complex information clearly and effectively
Oral Communication	• Engages in discussions or provides information using appropriate vocabulary and non-verbal features • Uses listening and questioning techniques to confirm understanding and to engage the audience
Enterprise and initiative	• Identifies how own role contributes to broader organisational goals • Modifies or develops policies and procedures to achieve organisational goals
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to gain trust and confidence of team and

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	provides feedback to others in forms that can be understood and used • Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others
Planning and organising	• Develops, implements and monitors plans and processes to ensure team effectiveness • Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes • Plans for unexpected outcomes and implements creative responses to overcome challenges

Unit Mapping Information

Supersedes and is equivalent to BSBWOR502 Lead and manage team effectiveness.

Supersedes but is not equivalent to:

- BSBMGT520 Plan and manage the flexible workforce
- BSBWRK409 Prepare for and participate in dispute resolution.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBTWK502 Manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage the effectiveness of at least one work team.

In the course of the above, the candidate must:

- provide feedback to encourage, value and reward others
- model desired behaviour and practices
- encourage and foster shared understanding of purpose, roles and responsibilities
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- impacts of group dynamics on team performance
- methods of establishing team activities including communication processes
- strategies that can support team cohesion, participation and performance
- strategies for gaining consensus
- issue resolution strategies.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documents relevant to team task objectives.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBTWK503 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.

The unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace. These individuals may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Teamwork and Relationships

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for meetings	1.1 Develop agenda according to meeting purpose 1.2 Establish and verify meeting requirements with relevant individuals 1.3 Contact and confirm meeting with participants according to organisational procedures 1.4 Provide meeting papers to participants according to task requirements
2. Conduct meetings	2.1 Chair meetings according to organisational requirements, agreed conventions for type of meeting and legal and ethical

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ELEMENT	PERFORMANCE CRITERIA
	requirements 2.2 Promote participation, discussion, problem solving and resolution of issues 2.3 Brief minute-taker on method for recording meeting notes
3. Follow up meetings	3.1 Review meeting minutes and edit, as required 3.2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements 3.3 Report outcomes of meetings, as required, within designated timelines

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Identifies and interprets information from complex texts including organisational policies and procedures
Writing	• Addresses the context, purpose and audience when generating a range of texts • Prepares notes using appropriate structure, and accurate spelling, grammar and punctuation • Edits and corrects own work to ensure accuracy
Oral Communication	• Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose • Listens for specific information during meetings • Asks questions and listens to responses to clarify understanding
Numeracy	• Identifies and interprets numerical information related to timeframes
Enterprise and initiative	• Identifies and responds to both explicit and implicit organisational procedures and protocols and legislative and regulatory requirements
Planning and organising	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Recognises and takes responsibility for addressing predictable problems in familiar work contexts

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Unit Mapping Information

Supersedes and is equivalent to BSBADM502 Manage meetings.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBTWK503 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage a meeting on at least two occasions.

In the course of the above, the candidate must:

- apply conventions and procedures for meetings including:
  - developing and distributing agendas and papers
  - identifying and inviting meeting participants
  - organising and confirming meeting arrangements
  - conducting meeting
  - completing meeting-follow up actions
- follow relevant organisational policies and procedures.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- meeting terminology, structures and arrangements
- responsibilities of the chairperson and key features of group dynamics in relation to managing meetings
- key features of options for meetings including face-to-face and virtual meetings
- methods for recording meeting notes including relevant organisational requirements and conventions for type of meeting
- organisational procedures and policies regarding meetings, chairing and minutes including identifying organisational formats for minutes and agendas.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

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This includes access to:

- organisational policies and procedures for managing meetings
- computers and relevant software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain a healthy and safe workplace through participation in the process of identifying work health and safety (WHS) hazards and assessing and controlling WHS risks, and the promotion and support of worker consultation.

It applies to individuals who assist with the identification of workplace hazards and the assessment and control of WHS risks as part of their WHS responsibilities, which are in addition to their main duties.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Participate in workplace hazard identification	1.1 Participate in selecting hazard identification methods suitable for the workplace 1.2 Use selected methods to identify, report and record hazards according to workplace procedures and WHS Acts, regulations and codes of practice 1.3 Provide information and assistance to persons conducting hazard identification
2. Participate in WHS risk assessment	2.1 Participate in selecting suitable risk assessment methods for the workplace 2.2 Use selected methods to assess and record risks according to workplace procedures and WHS Acts, regulations and codes of practice 2.3 Provide information and assistance to persons conducting risk assessments
3. Promote and support worker consultation and participation in hazard identification and risk assessment	3.1 Advise workers of, and consult them about, hazard identification and risk assessment activities, according to workplace WHS consultation and participation policies, procedures and processes 3.2 Encourage workers to participate in these activities according to workplace WHS consultation and participation policies, procedures and processes 3.3 Advise workers of, and consult them about, the results and outcomes of these activities, according to workplace WHS consultation and participation policies, procedures and processes
4. Participate in developing, selecting and implementing WHS risk controls	4.1 Obtain workplace records of the outcomes of hazard identifications and risk assessments, and use them to participate in developing risk control options 4.2 Apply knowledge of WHS Acts, regulations, codes of practice, other information and guidelines, and workplace policies, procedures and processes to identify duty holders 4.3 Participate in selecting risk control options using appropriate criteria 4.4 Identify and report factors impeding successful implementation of selected risk controls 4.5 Participate in developing a risk control implementation and evaluation plan 4.6 Provide information about the implementation and evaluation plan to individuals and parties

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ELEMENT	PERFORMANCE CRITERIA
5. Support effective worker consultation and participation in the risk control process	5.1 Advise workers of, and consult them about, developing risk control options, and selecting and implementing risk controls, according to workplace WHS consultation and participation policies, procedures and processes 5.2 Encourage workers to participate in these activities according to workplace WHS consultation and participation policies, procedures and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 4.1, 4.3, 4.4	• Interprets and identifies information from WHS legislation, workplace policy and procedure and records
Writing	1.2, 1.3, 2.2, 2.3, 3.1-3.3, 4.5, 4.6, 5.1, 5.2	• Uses formats and language appropriate to audience and context in plans, reports and general advice
Oral communication	1.1-1.3, 2.1-2.3, 4.6	• Presents information or assistance using appropriate levels of industry specific vocabulary • Uses listening and questioning to clarify and confirm understanding
Navigate the world of work	1.2, 2.2, 3.1, 3.3, 4.2, 5.1, 5.2	• Follows legal and regulatory responsibilities and organisational policies and procedures in relation to WHS role • Keeps up to date on changes to WHS legislation or regulations and organisational policies and procedures
Interact with others	1.1, 1.3, 2.1, 2.3, 3.2, 3.3, 4.3, 4.5, 4.6, 5.1, 5.2	• Understands what to communicate and to whom in a range of contexts • Cooperates with others as part of WHS activities and contributes to specific activities requiring joint responsibility and accountability • Shares information and resources, offers assistance voluntarily and provides feedback when requested • Plays an active role in group discussions, paying attention to perspectives of others and encouraging

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		participation
Get the work done	1.1, 1.2, 2.1, 2.2, 4.3	• Plans and implements tasks to achieve required outcomes • Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria in the WHS risk-management process

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control	BSBWHS303A Participate in WHS hazard identification, risk assessment and risk control	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- participate in selection and use of required methods to identify, report and record hazards
- assess and record risks for identified hazards
- promote and support worker consultation and participation in hazard identification and risk assessment
- participate in developing, selecting and implementing risk control options and plans.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the relevant Commonwealth and state or territory Acts, regulations, codes of practice standards, guidance material and other relevant publications
- summarise work health and safety (WHS) legislative requirements about:
  - communication, consultation and participation
  - notification of incidents
  - recordkeeping
  - specific hazard identification and risk assessment and control methods
- list the basic principles of incident causation and injury processes
- explain the concept of hazards, risks and risk factors
- describe hazard identification and risk assessment methods
- identify internal and external sources of WHS information and data, and how to access them
- summarise organisational WHS policies, procedures, processes and systems

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- describe the range of WHS hazards that may be present in the workplace, the harm they can cause and how this harm occurs
- describe risk control options for different hazards and work situations
- identify types of hazard and risk registers
- describe the workplace communication processes for sharing information about hazard identification, and risk assessment and control.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational policies, standard operating procedures and plans
- Acts, regulations, codes of practice, licensing requirements and standards
- relevant data files
- appropriate resources to manage the identification and rectification of breaches in compliance requirements.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS332X Apply infection prevention and control procedures to own work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 6.1.

Application

This unit describes the skills and knowledge required to undertake work activities in compliance with organisational procedures that prevent and control infection. It involves implementing standard and transmission-based precautions, identifying infection hazards, and assessing and responding to infection risks.

The unit applies to all workers required to undertake their activities in compliance with the infection prevention and control procedures in place in their workplace.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Unit Sector

Cross-Sector – Infection Prevention and Control

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to undertake work activities in a manner that supports infection prevention and control	1.1 Identify job requirements 1.2 Identify organisational infection prevention and control procedures relating to identified job requirements 1.3 Identify infection hazards associated with work activities and environment and assess the risk

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational procedures 1.4 Identify and implement infection prevention and control measures relating to identified hazards within scope of own role and responsibilities and according to organisational procedures
2. Undertake work activities in a manner that supports infection prevention and control	2.1 Use resources and equipment according to organisational infection prevention and control procedures and manufacturer specifications 2.2 Clean and maintain own work area according to organisational infection prevention and control procedures 2.3 Respond to infection prevention and control hazards and non-compliance arising in the course of activities, within scope of own role or escalate to required personnel 2.4 Respond to exposure to infection of self or others according to organisational procedures and within required timeframes
3. Finalise work activities according to organisational infection prevention and control requirements	3.1 Maintain and store resources and equipment used in the course of own activities according to organisational infection prevention and control procedures and manufacturer specifications 3.2 Dispose of waste and confine contaminated resources or equipment according to organisational infection prevention and control procedures 3.3 Complete incident reports and convey to required personnel according to organisational procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Oral communication	• Explains an infection hazard or non-compliance to required personnel, using suitable words and terms and responding clearly to specific enquiries • Listens to and interprets information relevant to own role in relation to infection prevention and control

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Skill	Description
Reading	• Interprets information in a range of workplace procedures essential to infection prevention and control in own role
Writing	• Records easy-to-read information relating to workplace hazards and incidents, using words and terms appropriate to audience and purpose
Initiative and enterprise	• Identifies both obvious and less evident hazards to self and others
Problem solving	• Identifies and applies infection prevention and control measures suited to own role and work environment

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS332X Apply infection prevention and control procedures to own work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 6.1.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- apply organisational infection prevention and control procedures to own work activities on at least three different occasions
- identify at least two different infection hazards, assess the risk they pose, and respond to each within scope of own role and responsibilities and according to organisational infection prevention and control procedures.

In the course of the above, the candidate must:

- demonstrate the use of required precautions and control measures, as required for own work activities
- confine at least one resource or piece of equipment that is suspected of being contaminated, according to organisational infection prevention and control procedures
- dispose of waste according to organisational infection prevention and control procedures.
-

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- nature and types of infection-related hazards in own work environment
- chain of infection:
  - source of infectious agent
  - mode of transmission
  - susceptible host and factors that increase susceptibility
- key modes of disease transmission – contact, airborne and droplet:
  - paths of transmission, including direct contact, aerosols and penetrating injuries

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  - risk of acquisition
  - sources of infecting microorganisms, including persons who are carriers, in the incubation phase of the disease or those who are acutely ill
- precautions and control measures for infection hazards associated with own role and work activities, including standard and transmission-based precautions:
  - required personal health and hygiene, including:
    - checking and reporting indicators of own ill health
    - respiratory hygiene and cough etiquette
    - hand hygiene: procedures for hand washing and hand rubbing; and situations requiring the use of soap and water or alcohol-based hand rub
    - guidelines on maintaining fingernails and intact skin
    - guidelines on wearing jewellery and watches
    - social distancing measures
- organisational procedures relating to own role and work activities, including for:
  - identifying hazards associated with own work activities and workplace environment, including infection-related hazards
  - assessing risks associated with identified hazards, including determining the likelihood and severity of harm
  - reporting hazards that put self and others at risk, including infection hazards
  - identifying, sourcing and checking the serviceability of PPE required in own role and work activities:
    - eye protection: protective glasses or goggles
    - gloves
    - masks or face shields
    - protective clothing and footwear
  - completing incident reports
- organisational infection prevention and control procedures relating to own role, work activities and physical environment, including for:
  - escalating hazard prevention and control matters outside scope of own role
  - handling, transporting, reprocessing or processing resources and equipment used in the course of own work activities in a manner that:
    - prevents skin and mucous membrane exposure, contamination and transfer of pathogens
    - limits contamination of resources and equipment
    - controls the spread of infection
  - handling and disposing of waste relating to own work activities, including contaminated waste
  - environmental cleaning of own work area, including cleaning and disinfecting surfaces: procedures and specified schedules
  - confining contaminated resources and equipment to designated areas
  - confining workplace records and materials to clean areas
  - responding to exposure to infection of self or others, including to body fluids

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- infection prevention and control protocols required by own work activities:
  - placing appropriate signs when and where appropriate
  - removing spills
  - separating and maintaining clean and contaminated areas
- manufacturer specifications relating to resources and equipment used and maintained in the course of own work activities.
-

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- suitable facilities, equipment and resources, including:
  - organisational infection prevention and control procedures and guidelines
  - PPE suited to work role and job requirements
  - hygiene facilities and equipment relevant to workplace
  - waste disposal equipment suited to waste generated during work activities
  - areas for cleaning.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR201 Manage personal stress in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to understand signs and sources of stress within the broader framework of the job role and work environment.

It applies to individuals who usually work with some guidance and supervision in an environment where they are likely to encounter difficult customers and situations from time to time. It typically applies in a contact centre environment owing to the very measured, structured, high volume and potentially repetitive nature of the work, but can apply in any work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop personal awareness of stress	1.1 Recognise signs and sources of stress 1.2 Acknowledge stress and difficult situations 1.3 Analyse and understand potential areas of stress in the work environment
2. Develop stress	2.1 Develop an effective understanding of a range of stress

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ELEMENT	PERFORMANCE CRITERIA
management techniques	management techniques 2.2 Use appropriate techniques to manage stressful situations effectively 2.3 Focus on areas of stress within personal control 2.4 Adopt strategies to effectively reduce, manage and deal with stress
3. Manage time	3.1 Develop and understand job role priorities 3.2 Develop techniques to support achievement of key performance indicators (KPIs) and priorities 3.3 Use appropriate time management tools and techniques 3.4 Regularly evaluate tools and techniques 3.5 Promptly identify and inform relevant personnel of any variations and difficulties affecting work requirements, through regular reviews
4. Recover from a stressful contact	4.1 Review the contact or situation 4.2 Analyse root cause/s of stressful contact or situation 4.3 Depersonalise context of contact or situation 4.4 Discuss outcomes with appropriate staff members 4.5 Prepare for next contact or situation positively 4.6 Follow up or take action where needed
5. Maintain personal stamina and resilience	5.1 Identify sources of fatigue in contact centre role 5.2 Adopt work routine and procedural strategies to minimise stress and fatigue 5.3 Monitor personal performance against performance requirements 5.4 Adapt stamina management strategies to maximise performance 5.5 Seek assistance from team members and management in managing stamina
6. Maintain work/life balance	6.1 Identify work/life priorities 6.2 Adopt strategies to support work/life priorities 6.3 Give high priority to health and wellbeing 6.4 Monitor work/life balance 6.5 Develop ability to effectively leave work behind at the end of

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ELEMENT	PERFORMANCE CRITERIA
	the day

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	3.1-3.5	• Recognises and interprets textual information to determine job role and requirements
Writing	3.3, 3.4, 3.5	• Completes time management documentation using organisational formats
Oral Communication	3.5, 4.4, 5.5	• Participates in discussions using clear language and features appropriate to audience • Uses listening and questioning techniques to request assistance and confirm understanding
Navigate the world of work	3.1, 3.2, 5.3	• Understands role requirements and identifies own responsibilities
Interact with others	3.5, 4.4, 5.5	• Establishes rapport and builds relationships with team members and others • Maintains awareness of own strengths and weaknesses to support an overall sense of wellbeing
Get the work done	1.3, 2.1, 2.4, 3.1-3.4, 4.1-4.3, 4.5, 4.6, 5.1-5.4, 6.1, 6.2, 6.4, 6.5	• Plans and organises tasks to achieve outcome within timeframes • Uses analytical skills to decide on effective techniques to manage stress and personal well-being • Uses problem-solving skills to address a range of issues, seeking advice of others, where necessary • Monitors implementation of solutions and reflects on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR201 Manage personal stress in the workplace	BSBWOR201A Manage personal stress in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR201 Manage personal stress in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- recognise and understand potential stress in the work environment
- develop and use techniques and strategies to manage stress and stressful situations
- adopt and monitor potential sources of stress and fatigue, seeking assistance as required
- monitor own performance against performance requirements and key performance indicators (KPIs)
- use techniques to achieve work/life balance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe job role priorities and KPIs
- list internal and external sources of assistance, including escalation pathways
- outline signs and sources of existing and potential stress or difficult situations
- discuss stress management and reduction techniques
- describe time management tools and techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- time management tools

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- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to seek feedback for performance improvement and use current technology appropriate to the task.

It applies to individuals working under direct supervision who develop basic skills and knowledge for working in a broad range of settings.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise work schedule	1.1 Discuss and agree on work goals and plans with assistance from appropriate persons 1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans 1.3 Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1 Complete tasks within designated timelines and in accordance with organisational requirements and instructions

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks 2.3 Identify factors affecting work requirements and take appropriate action 2.4 Use business technology efficiently and effectively to complete work tasks 2.5 Communicate progress on task to supervisor or colleagues as required
3. Review work performance	3.1 Seek feedback on work performance from supervisors or colleagues 3.2 Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards 3.3 Identify and plan opportunities for improvement in liaison with colleagues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 3.2	• Recognises and interprets textual information to determine and adhere to organisational and task requirements
Writing	1.3, 2.5, 3.3	• Completes required documents using organisational formats
Oral Communication	1.1, 2.1, 2.2, 2.5, 3.1	• Uses listening and questioning techniques to seek information and confirm understanding • Participates in verbal interactions using language and features suitable to audience and context
Numeracy	1.3, 2.1	• Interprets numerical information related to timeframes
Navigate the world of work	1.2, 2.1, 3.2	• Complies with organisational policies, procedures and standards
Get the work	1.1, 1.3, 2.1-2.4, 3.2,	• Prioritises work and completes activities within designated timeframes

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done	3.3	• Identifies and solves routine problems • Selects and uses appropriate digital tools to complete tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR202 Organise and complete daily work activities	BSBWOR202A Organise and complete daily work activities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and organise workload with the assistance of others
- complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required
- use effective communication skills to seek assistance or feedback from others
- seek and use feedback from others to monitor and improve work performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisational standards, policies and procedures that relate to own work role
- explain the relationship between an individual's work goals and plans and the organisation's goals and plans
- list some factors that can affect the ability to get work done, and explain the action to take
- explain how to plan and manage time.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBWOR204 Use business technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select and use computer software and organise electronic information and data.

It applies to individuals who apply a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and use technology	1.1 Select appropriate technology and software applications to achieve requirements of the task 1.2 Adjust workspace, furniture and equipment to suit user's ergonomic requirements 1.3 Use technology according to organisational requirements and in a way that promotes a safe work environment
2. Process and organise	2.1 Identify, open, generate or amend files and records according

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ELEMENT	PERFORMANCE CRITERIA
data	to task and organisational requirements 2.2 Operate input devices according to organisational requirements 2.3 Store data appropriately and exit applications without damage to or loss of, data 2.4 Use manuals, training booklets and/or online help or helpdesks to overcome basic difficulties with applications
3. Maintain technology	3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements 3.2 Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3 Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 2.2, 2.4, 3.1-3.3	• Recognises and interprets information from familiar sources to determine job role and task requirements
Writing	2.1, 2.3, 3.2, 3.3	• Produces and amends files to meet task and organisational requirements • Completes required documentation using organisational formats
Oral Communication	3.3	• Uses specific and relevant language to refer faults to others
Navigate the world of work	1.2, 1.3, 2.1, 2.2, 3.1-3.3	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Get the work done	1.1, 1.3, 2.1-2.4, 3.1-3.3	• Uses business technologies and systems safely, when gathering, storing, accessing and sharing information • Understands purposes, specific functions and key

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		features of common digital systems and business tools • Operates digital systems and business tools effectively to complete routine tasks using some basic troubleshooting strategies as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR204 Use business technology	BSBWOR204A Use business technology	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR204 Use business technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- select and use technology safely and according to organisational requirements
- access, retrieve and store required data
- demonstrate basic maintenance on a range of equipment using manuals or help-files
- identify and address faults according to requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisation's work health and safety requirements
- outline the organisation's requirements for file naming and storage
- explain why regular back-ups of data are done
- list 'routine maintenance' tasks
- summarise the procedure for addressing equipment faults.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- electronic files and data
- workplace documentation and equipment manuals
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise and complete own work schedule	1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans 1.4 Use business technology efficiently and effectively to manage

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ELEMENT	PERFORMANCE CRITERIA
	and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs 2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements 2.4 Identify signs of stress and effects on personal wellbeing 2.5 Identify sources of stress and access appropriate supports and resolution strategies
3. Co-ordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3 Access, complete and record professional development opportunities to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1-3.4	• Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences
Reading	1.1, 1.2, 2.1	• Interprets textual information to determine organisation's procedures, own work performance and objectives

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Writing	1.3, 1.4, 2.3, 3.1, 3.2, 3.3	• Prepares written reports and workplace documents that communicate information clearly and effectively
Oral Communication	2.2, 2.3, 3.1, 3.2	• Clearly gives and receives feedback using specific and relevant language • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.3	• Understands responsibilities and scope of role and complies with organisational policies, procedures and protocols
Interact with others	1.1, 2.2, 2.3, 3.1, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Fosters and nurtures a culture of constructive and respectful feedback • Proactively collaborates with others to achieve specific goals
Get the work done	1.2, 1.3, 1.4, 2.4, 2.5, 3.2	• Plans and organises work commitments to ensure deadlines and objectives are met • Uses formal analytical thinking techniques to recognise and respond to routine problems • Uses digital systems and tools to enter, store and monitor information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR301 Organise personal work priorities and development	BSBWOR301B Organise personal work priorities and development	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a work plan according to organisational requirements and work objectives
- use business technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work load and deal with contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients
- identify personal development needs and access, complete and record skill development and learning.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of legislation that relate to own work role
- describe goals, objectives or key performance indicators of own work role
- explain ways to elicit, analyse and interpret feedback when communicating with other people in the workplace
- explain the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs
- explain signs and sources of stress and strategies to deal with stress in the workplace
- identify methods to identify and prioritise personal learning needs.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- office equipment and resources
- work schedules and performance improvement plans
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR404 Develop work priorities

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and obtain feedback on own work performance and access learning opportunities for professional development.

This unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and complete own work schedule	1.1 Prepare workgroup plans which reflect consideration of resources, client needs and workgroup targets 1.2 Analyse and incorporate work objectives and priorities into personal schedules and responsibilities

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans 1.4 Efficiently and effectively use business technology to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1 Identify and analyse personal performance through self-assessment and feedback from others on the achievement of work objectives 2.2 Seek and evaluate feedback on performance from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Co-ordinate professional development	3.1 Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities 3.2 Research and identify sources and plan for opportunities for improvement in consultation with colleagues 3.3 Use feedback to identify and develop ways to improve competence within available opportunities 3.4 Identify, access and complete professional development activities to assist career development 3.5 Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4	• Develops strategies to reflect on own performance, obtain feedback, and plan and source professional development opportunities
Reading	1.2, 2.1, 2.3, 3.1, 3.5	• Recognises and interprets textual information from relevant sources to understand organisation's policies and practices

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Writing	1.1, 1.3, 2.2, 2.3, 3.2, 3.5	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	2.2, 2.3, 3.2	• Provides or seeks information using language suitable to audience and context • Employs listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.2, 1.3	• Interprets numerical information related to budgets and timeframes
Navigate the world of work	1.2, 2.1, 2.3, 3.1, 3.5	• Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures
Interact with others	2.2, 2.3, 3.2	• Selects and uses appropriate practices when communicating with internal and external stakeholders to seek or share information • Establishes and builds rapport and relationships with others to foster a culture of trust and honesty in communications
Get the work done	1.1-1.4, 2.3, 3.1, 3.2, 3.4, 3.5	• Plans, organises and implements tasks to meet organisational requirements • Systematically gathers and analyses information and evaluates options in order to anticipate potential problems and develop contingency plans • Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR404 Develop work priorities	BSBWOR404B Develop work priorities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR404 Develop work priorities

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and communicate own work plan
- schedule work objectives and tasks to support the achievement of the workgroup goals
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from clients and colleagues
- plan and access learning opportunities to extend personal work competencies.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how business technology applications can be used to schedule tasks and plan work
- explain techniques to prepare personal plans and establish priorities
- identify methods to identify and prioritise personal learning needs
- outline a range of professional development options
- explain methods to elicit, analyse and interpret feedback
- provide a detailed explanation of methods that can be used to evaluate own performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documentation including policies and procedures, and benchmarks for work group productivity and performance
- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

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ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2 Use technology efficiently and effectively to manage work priorities and commitments 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans 3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence 3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4 Participate in networks to enhance personal knowledge, skills and work relationships 3.5 Identify and develop new skills to achieve and maintain a competitive edge

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4, 3.5	• Investigates and uses a range of strategies to develop personal competence
Reading	1.2, 3.1, 3.2	• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	3.2	• Uses feedback to prepare reports that summarise ways to improve competence
Oral Communication	3.2	• Uses active listening and questioning to seek and receive feedback
Navigate the world of work	1.2, 2.1	• Understands how own role contributes to broader organisational goals • Considers organisational protocols when planning own career development

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Interact with others	1.1, 3.2, 3.4	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - a personal development plan
  - personal goal setting
  - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation’s policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish team performance plan	1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance

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ELEMENT	PERFORMANCE CRITERIA
	outcomes
2. Develop and facilitate team cohesion	2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team 2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2 Support the team in identifying and resolving work performance problems 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with all stakeholders 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 4.4	• Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	1.2, 2.1, 2.2, 2.4, 4.2, 4.3, 4.4	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 2.3, 3.1, 4.1, 4.2, 4.3	• Engages in discussions or provides information using appropriate vocabulary and non-verbal features • Uses listening and questioning techniques to confirm understanding and to engage the audience
Navigate the world of work	1.1, 2.1, 2.2, 3.3	• Understands how own role contributes to broader organisational goals • Modifies or develops policies and procedures to achieve organisational goals
Interact with others	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that they can understand and use • Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Get the work done	1.2, 2.1, 2.2, 2.4, 3.2, 4.1, 4.3, 4.4	• Develops, implements and monitors plans and processes to ensure team effectiveness • Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes • Plans for unexpected outcomes and implements creative responses to overcome challenges

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		Title change	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
  - encouraging and fostering shared understanding of purpose, roles and responsibilities
  - identifying and resolving problems
  - providing feedback to encourage, value and reward others
  - modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how group dynamics can support or hinder team performance

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- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWRK510 Manage employee relations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage employee and industrial relations matters in an organisation. It involves developing and implementing employee and industrial relations policies and plans and managing conflict resolution negotiations.

It applies to those who are authorised to oversee industrial relations and manage conflict and grievances in an organisation. They will have a sound theoretical knowledge base in human resources management and industrial relations as well as current knowledge of industrial relations trends and legislation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Workplace Relations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop employee and industrial relations policies and plans	1.1 Analyse strategic plans and operational plans to determine long term employee relations 1.2 Analyse existing employee relations performance in relation to workforce objectives 1.3 Evaluate options in terms of cost-benefit, risk-analysis and current legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Work with the management team to develop industrial relations policies and plans 1.5 Identify the skills and knowledge needed by management and the workforce to effectively implement these strategies and policies
2. Implement employee relations policies and plans	2.1 Develop an implementation plan and a contingency plan for the employee relations policies and strategies 2.2 Make arrangements for training and development for identified needs to support the employee relations plan 2.3 Undertake associated employee relations activities to reach agreement on changes required by the organisational policies or implementation plan 2.4 Ensure procedures for addressing grievances and conflict are properly documented 2.5 Communicate key issues about procedures for addressing grievances and conflict to stakeholders 2.6 Review employee relations policies and plans to establish whether they are meeting their intended outcomes
3. Manage negotiations to resolve conflict	3.1 Train individuals in conflict-management techniques and procedures 3.2 Identify, and where possible alleviate or eliminate, sources of conflict or grievance according to legal requirements 3.3 Check documentation and other information sources to clarify issues in dispute 3.4 Obtain expert or specialist advice and/or refer to precedents, if required 3.5 Determine desired negotiation outcomes, negotiation strategy and negotiation timeframes 3.6 Advocate the organisation’s position in negotiation to obtain agreement 3.7 Document, and if necessary certify, the agreed outcomes with the relevant jurisdiction 3.8 Implement agreements 3.9 Take remedial action where groups or individuals fail to abide by agreements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 3.3	• Interprets, critically analyses and applies appropriate strategies to construct meaning from complex texts
Writing	1.4, 2.1, 2.4, 2.5, 3.7	• Displays knowledge of required structure and layout, employing broad vocabulary, grammatical structure and conventions appropriate to purpose and audience
Oral communication	1,4, 2.5, 3.1, 3.6	• Conveys information using language and non-verbal features appropriate to the audience • Employs listening and questioning techniques to clarify and confirm understanding
Numeracy	1.2, 1.3	• Extracts and evaluates the mathematical information embedded in a range of tasks and texts
Navigate the world of work	1.3, 1.4, 2.3, 2.6, 3.2, 3.7	• Modifies or develops organisational policies to achieve organisational goals and comply with legislative requirements • Keeps up to date on changes to legislation or regulations relevant to own rights and responsibilities and considers implications of these
Interact with others	1.4, 2.3, 3.1, 3.2, 3.4, 3.6, 3.9	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Actively builds networks that include key people with expert skills and knowledge • Uses a range of strategies to facilitate an acceptable outcome for all parties where conflicts occur
Get the work done	1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 3.2, 3.5, 3.7, 3.8	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses analytical techniques to identify issues and generate possible solutions, seeking input from others as required, before making decisions or implementing solutions • Draws on the diverse perspectives of others to gain insights into current practices and opportunities for change

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWRK510 Manage employee relations	BSBWRK510A Manage employee relations	Updated to meet Standards for Training Packages Minor edits to clarify intent of Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRK510 Manage employee relations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse organisational documentation to determine long-term employee relations objectives and current employee relations performance
- collaborate with others to develop and review industrial relations policies and plans
- develop implementation and contingency plans for industrial relations policies
- identify the skills and knowledge needed to implement the plan and organise training and development for self and staff
- document and communicate strategies and procedures for eliminating and dealing with grievances and disputes
- train others in conflict-resolution techniques
- manage industrial relations conflicts, including advocating the organisation's position during negotiations and documenting, implementing and following up agreements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain relevant industrial relations legislation or regulations
- summarise enterprise and workplace bargaining processes
- summarise key entities in the current Australian industrial relations system, including courts and tribunals, trade unions and employer bodies
- identify sources of expert advice.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – workplace relations field of work and include access to:

- awards and enterprise bargaining agreements
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBXTW301 Work in a team

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 5.0. Version created to rectify typographical error
Release 1	This version first released with BSB Business Services Training Package Version 4.0.

Application

This unit describes the skills and knowledge required to work effectively as part of permanent or project based teams in a workplace within an industry.

This unit applies to a wide range of workers, but has a specific focus on the teamwork skills required for workers with limited responsibility for others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Cross Sector Skill

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify individual work tasks within a team	1.1 Identify own responsibilities according to organisational policies and procedures 1.2 Identify own role and task requirements within team 1.3 Articulate team structure and roles of other team members 1.4 Plan and prioritise own tasks according to given time frames and

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	team requirements
2. Contribute effectively to team goals	2.1 Identify team goals and own responsibilities relevant to achieving team goals 2.2 Contribute ideas and information in team planning discussions 2.3 Share knowledge and skills with team members to enable effective teamwork and seek or offer support as required
3. Work effectively with team members	3.1 Communicate clearly and respectfully with team members, considering the needs of those from diverse backgrounds and roles 3.2 Collaborate effectively with team members, including those who are working remotely on workplace issues 3.3 Seek and provide assistance and feedback to team members where appropriate
4. Communicate effectively with team leaders	4.1 Receive and confirm understanding of task instructions or directions 4.2 Communicate personal commitments in a timely manner 4.3 Identify and report any issues preventing the completion of workplace tasks, according to organisational requirements 4.4 Seek and act upon feedback to improve personal performance and/or behaviour

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	**Description**
Interact with others	• Uses appropriate communication practices when communicating with others • Cooperates and collaborates with team members
Get the work done	• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities • Uses digital technology to find, record or communicate information

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Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBXTW301 Work in a team

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 5.0. Version created to rectify typographical error
Release 1	This version first released with BSB Business Services Training Package Version 4.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- identify individual and team roles and responsibilities
- plan assigned tasks according to priorities and deadlines, and in accordance with organisational requirements
- contribute to achievement of team goals
- share knowledge, ideas and problems with team members
- act on feedback in a constructive manner
- collaborate with a remote team member on a workplace issue.
-

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- organisational requirements relevant to working in a workplace team:
  - workplace policies
  - codes of conduct
  - organisational reputation and culture
- typical compositions of workplace teams, and the roles and responsibilities of team members within organisations
- techniques for giving and receiving feedback in a constructive manner
- methods to support team members
- key principles of cross-cultural communication and communication with individuals with special needs or disabilities

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- methods and tools to work with others remotely:
  - collaboration via phone or mobile
  - collaboration via video conference
  - collaboration via other digital tools or software
- issues that may impact team performance and outcomes
- techniques to collaborate effectively with those working remotely.
-

Assessment Conditions

Mandatory conditions for assessment include:

- A safe working or simulated environment

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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CHCAGE001 Facilitate the empowerment of older people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to respond to the goals and aspirations of older people and provide support services in a manner that focuses on improving health outcomes and quality of life, using a person-centred approach.

This unit applies to support workers in residential or community contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop relationships with older people	1.1 Conduct interpersonal exchanges in a manner that promotes empowerment and develops and maintains trust and goodwill 1.2 Recognise and respect older people's social, cultural and spiritual differences 1.3 Maintain confidentiality and privacy of the person within organisation policy and protocols 1.4 Work with the person to identify physical and social

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	enablers and disablers impacting on health outcomes and quality of life
	1.5 Encourage the person to adopt a shared responsibility for own support as a means of achieving better health outcomes and quality of life
2. Provide services to older people	2.1 Identify and discuss services which empower the older person
	2.2 Support the older person to express their own identity and preferences without imposing own values and attitudes
	2.3 Adjust services to meet the specific needs of the older person and provide services according to the older person's preferences
	2.4 Provide services according to organisation policies, procedures and duty of care requirements
3. Support the rights of older people	3.1 Assist the older person to understand their rights and the complaints mechanisms of the organisation
	3.2 Deliver services ensuring the rights of the older person are upheld
	3.3 Identify breaches of human rights and respond appropriately
	3.4 Recognise signs consistent with financial, physical or emotional abuse or neglect of the older person and report to an appropriate person
	3.5 Assist the person to access other support services and the complaints mechanisms as required
4. Promote health and re-ablement of older people	4.1 Encourage the older person to engage as actively as possible in all living activities and provide them with information and support to do so
	4.2 Assist the older person to recognise the impact that changes associated with ageing may have on their

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	activities of living
	4.3 Identify strategies and opportunities that maximise engagement and promote healthy lifestyle practices
	4.4 Identify and utilise aids and modifications that promote individual strengths and capacities to assist with independent living in the older person's environment
	4.5 Discuss situations of risk or potential risk associated with ageing

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCAGE001 Facilitate the empowerment of older people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- responded to the goals and aspirations of at least 2 older people, 1 in a simulated environment and 1 in the workplace:
  - employing flexible, adaptable and person-centred approaches to empower the individual
  - recognising and responding appropriately to situations of risk or potential risk
- used oral communication skills to maintain positive and respectful relationships

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- structure and profile of the aged care sector:
  - residential aged care sector
  - home and community support sector
  - current best practice service delivery models
  - relevant agencies and referral networks for support services
- key issues facing older people, including:
  - stereotypical attitudes and myths

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    - the impact of social devaluation on an individual's quality of life
- implications for work in the sector, including:
    - concepts of positive, active and healthy ageing
    - rights-based approaches
    - person-centred practice
    - consumer directed care
    - palliative approach
    - empowerment and disempowerment
    - re-ablement and effective re-ablement strategies
- the ageing process and related physiological and psychological changes, including sexuality and gender issues
- strategies that the older person may adopt to promote healthy lifestyle practices
- legal and ethical considerations for working with older people, including:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
    - work health and safety
- indicators of abuse and/or neglect, including:
    - physical
    - sexual
    - psychological
    - financial
- reporting requirements for suspected abuse situations
- the impact of own attitudes on working with older people

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - relevant organisation policies and procedures
    - relevant aids to assist with independent living

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCCS007 Develop and implement service programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS412E/CHCCS503B/CHCCS512C. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to engage consumers, analyse service needs of particular groups and develop programs and services to meet those needs.

This unit applies to workers coordinating or managing teams and operations in varied service delivery contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Engage consumers in the analysis of service needs	1.1 Develop a plan for consumer participation and engagement in decisions about service provision 1.2 Investigate the needs of individuals as the basis for service provision in line with consumer participation and engagement plan 1.3 Recognise processes and communications that may be a barrier to consumer participation and develop

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	mechanisms to overcome these
	1.4 Interact and consult with people accessing the service to monitor changing needs so they can be addressed
	1.5 Consult and collaborate with other services and networks to address multi-faceted needs of individuals and client groups
	1.6 Evaluate broader organisation context and its impact on service delivery
2. Develop programs	2.1 Facilitate input to program development from internal and external stakeholders
	2.2 Engage people accessing programs in management processes and develop formal arrangements as required
	2.3 Incorporate consideration of individual differences, rights, needs and preferences in the planning processes
	2.4 Integrate both internal and external services as required
	2.5 Determine financial, human and physical resource requirements
	2.6 Develop supporting systems and procedures
	2.7 Develop and integrate service evaluation methods, including mechanisms for feedback from people accessing service programs
	2.8 Document program identifying priorities, timelines and responsibilities
3. Implement and monitor programs	3.1 Communicate roles and responsibilities to relevant stakeholders
	3.2 Facilitate provision of training to support implementation
	3.3 Monitor service delivery against agreed objectives and budgetary frameworks
	3.4 Make user interactions and feedback an integral part of ongoing monitoring

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.5 Identify and address problems in addressing the needs of service users in accordance with organisation procedures
	3.6 Maintain relevant program and service delivery documentation
4. Evaluate programs	4.1 Assess capacity of programs to meet objectives
	4.2 Seek and evaluate feedback from those using the service and other stakeholders
	4.3 Modify programs as needed to meet changing requirements within policy and budgetary frameworks

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS007 Develop and implement service programs

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS412E/CHCCS503B/CHCCS512C. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed, implemented and evaluated at least 1 community sector service program

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- program planning principles and processes, including:
  - program design
  - program resourcing
  - implementation systems and procedures
  - feedback and complaints procedures
  - evaluation and continuous improvement
  - accountability and governance
  - funding framework, including not-for-profit, government funding
- supports needed for effective consumer participation at all levels of program planning
- requirements of specific service user groups and individuals, including:
  - diverse and multi-faceted needs and issues service user participation opportunities and barriers

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- opportunities for collaboration and service partnerships
- risk, regulatory and sustainability considerations
- standards, codes and legislation compliance

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including organisation policies and procedures
- modelling typical workplace conditions and contingencies, including interactions with users of the service and co-workers from a range of diverse backgrounds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCCS009 Facilitate responsible behaviour

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to monitor individuals, respond to behaviours of concern, deal with conflict and support responsibility for behaviour management and change.

This unit applies to workers who work directly with people in a range of community service contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Observe individuals	1.1 Use formal and informal methods to observe and monitor individuals 1.2 Recognise situations for potential conflict and identify appropriate preventative and defusing strategies that can be employed 1.3 Evaluate the person's behaviour and interactions in a fair, objective and consistent manner

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Ensure decisions on action are consistent with available evidence and organisation policies
	1.5 Seek specialist advice and make necessary referrals
2. Manage conflict	2.1 Conduct interactions with individuals in a fair, just, humane, equitable and positive manner
	2.2 Use communication strategies with individuals for effective interaction and problem solving
	2.3 Consider cultural sensitivities and adapt style and language to accommodate different cultural values and practices
	2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses
	2.5 Use negotiation techniques to divert and minimise aggressive behaviour
	2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes
3. Respond to behaviours of concern	3.1 Challenge behaviours of concern and clearly outline options and opportunities to change with positive encouragement
	3.2 Confirm using clear, calm and objective language the implications of continuing behaviours of concern
	3.3 Follow procedures to ensure personal safety of self, the individual, colleagues and others
	3.4 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour
	3.5 Carry out interventions based on an analysis of the situation and organisation policies and procedures
4. Complete reporting requirements	4.1 Report incidents in a manner that complies with policy, procedures and legislation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Prepare reports and other documentation according to organisation requirements
	4.3 Maintain currency of documentation by making appropriate updates

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS009 Facilitate responsible behaviour

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- recognised and responded to at least 3 different situations where behaviours of concern are present
- communicated effectively in at least 1 situation of conflict by:
  - engaging positively and supportively
  - using negotiation and problem solving skills
  - modelling assertive behaviour

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations related to addressing behaviours of concern and how these are applied in an organisation and individual practice, including:
  - duty of care
  - individual rights and equality
  - constraint
  - imprisonment
  - abuse
- types of behaviours of concern, underlying reasons and appropriate ways to respond

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- cultural practices and customs of the service users' population and their impact on behaviour in the particular environment
- principles of effective communication for conflict management
- principles of responding to human behaviour relating to violence, aggression and suicide
- reporting procedures for incidents and accidents
- specific statutory requirements related to treatment of people with special needs and requiring special support
- specialist services and referral options
- critical incident procedures

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- interactions with people with a range of needs
- typical workplace reporting processes
- links to other services

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCCS014 Provide brief interventions

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess intervention needs, and then to implement and monitor brief intervention strategies for people at various stages of the change process.

This unit applies to workers in a range of community services contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess the person's needs	1.1 Discuss and determine issues of concern and the person's stage in the decision to change 1.2 Identify resources required to support the brief intervention 1.3 Identify and plan appropriate brief intervention strategies to match the person's needs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Use brief intervention strategies	2.1 Raise awareness of the health issue with a person who is not contemplating change 2.2 Conduct brief motivational interview with a person who is contemplating change and match approach to stage of change 2.3 Support the person who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies 2.4 Take opportunities to support and encourage a person who has made a change 2.5 Identify current needs and sources of assistance, and give support as appropriate for a person who has lapsed or relapsed into prior behaviour
3. Monitor brief intervention activities	3.1 Keep notes in the person's file in accordance with organisation policies and procedures, recording the person's stage of decision-making on each occasion 3.2 Maintain confidentiality and security of information 3.3 Regularly review the person's progress or outcomes, adjust approaches or make referrals according to their needs 3.4 Discuss outcomes with the person in an appropriate manner

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS014 Provide brief interventions

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken the brief intervention process for at least 2 people presenting with different issues at different stages of the change process
- used each of the following at least once to support the intervention process:
  - active listening
  - non-judgmental language
  - supportive approach
  - facilitation and negotiation that assists the person’s decision-making

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- brief intervention scope and process:
  - features of brief interventions:
    - one-to-one approach, private
    - takes short period of time
    - may be done by a health team member
    - client led process
    - opportunistic

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    - role as public health strategy
    - reasons for using brief interventions:
        - to raise awareness
        - to share knowledge
        - to help the person to think about making changes to improve health
    - step by step process
    - record-keeping requirements
- stages of behaviour change model:
    - elements of pre-contemplation
    - contemplation
    - action
    - maintenance
- options and approaches to support behaviour change:
    - raising awareness
    - sharing information and resources
    - exploring concerns and strategies
    - helping the person express their feelings, make decisions and set goals
    - highlighting benefits of change
    - giving positive feedback and encouragement
    - offering time and support
    - referring to other sources of assistance
- health and well-being considerations:
    - environmental health
    - nutrition
    - alcohol
    - other drugs
- broader contexts for the person's current behaviour:
    - cultural
    - family context
    - community context
- barriers and challenges for positive intervention outcomes and how to address these
- legal and ethical considerations for interventions, including:
    - privacy, confidentiality and disclosure
    - codes of practice

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:

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  - the person's information on which to design intervention
  - organisation policies and procedures for interventions
- modelling typical workplace conditions, including interactions with people with a range of needs

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCCS019 Recognise and respond to crisis situations

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to recognise situations where people may be in imminent crisis, and then to work collaboratively to minimise any safety concerns and make plans to access required support services.

This unit applies to any community services worker involved in crisis intervention. Management of the crisis may involve face-to-face, telephone or remote contact with persons involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify imminent crisis situations	1.1 Recognise and respond to signs indicating that there may be safety issues for people 1.2 Consider indicators from direct and indirect communications that suggest the presence of safety issues 1.3 Ask directly about safety issues whenever there are grounds for concern, and take immediate action based on organisation's procedures
2. Address immediate safety concerns	2.1 Listen empathetically to details of current crisis situation 2.2 Affirm and strengthen links to safety and living 2.3 Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours 2.4 Balance collaboration and direction according to the person's current capacity for decision-making and coping 2.5 Identify and agree actions to reduce immediate danger and risk to others, including mobilisation of emergency assistance as required 2.6 Confirm that actions are legal, ethical, consistent with organisation policy and meet duty of care requirements 2.7 Seek advice or assistance from supervisor as required
3. Provide referral for crisis intervention support	3.1 Empower person to make informed choices about further help 3.2 Explore possible barriers to seeking or accepting help and develop responses 3.3 Develop a plan with the individual that includes agreed first steps to access and use informal supports and professional help 3.4 Refer to appropriate professionals as required 3.5 Complete and maintain accurate documentation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Care for self	4.1 Recognise and minimise risks to self associated with crisis support 4.2 Identify and respond to the need for supervision and debriefing

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS019 Recognise and respond to crisis situations

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- been involved in crisis intervention activities on at least 3 occasions

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical consideration relevant to recognising and responding to crisis situations including:
  - duty of care
  - privacy, confidentiality and disclosure
  - work role boundaries, responsibilities and limitations
  - mandatory reporting
  - codes of practice
- organisation policies and procedures for responding to crisis situations
- types of crisis situations, including:
  - potential suicide
  - threats to harm others
  - self harm
  - received threats

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  - abuse, including child abuse
  - domestic and family violence
- common indicators or signs of crisis in other people
- personal values, beliefs and attitudes that facilitate or impede crisis care:
  - assumptions about who may be at risk
  - common notions about crisis situations
- principles and practices of crisis intervention:
  - critical incident procedures
  - facilitating emergency interventions
  - addressing safety concerns
- referral options and procedures for accessing services
- principles and practices of self-care and supervision

Assessment Conditions

Skills must be demonstrated in a crisis support workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including organisation policies, procedures and resources
- modelling typical workplace conditions and contingencies, including:
  - interactions with people from a range of diverse backgrounds
  - links to other services
  - realistic, in-depth, validated industry scenarios and simulations of crisis situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCCS020 Respond effectively to behaviours of concern

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to respond effectively to behaviours of concern of people. Skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties.

The unit applies to workers in any context exposed to difficult and challenging behaviour.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify behaviour and plan response	1.1 Identify behaviours of concern in line with work role and organisation policies and procedures 1.2 Identify appropriate response to potential instances of behaviours of concern 1.3 Ensure planned responses to behaviours of concern maximise the availability of other appropriate staff and resources 1.4 Give priority to safety of self and others in responding

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	to behaviours of concern
2. Apply response	2.1 Ensure response to instances of behaviours of concern reflect organisation policies and procedures
	2.2 Seek assistance as required
	2.3 Deal with behaviours of concern promptly, firmly and diplomatically in accordance with organisation policy and procedure
	2.4 Use communication effectively to achieve the desired outcomes in responding to behaviours of concern
	2.5 Select appropriate strategies to suit particular instances of behaviours of concern
3. Report and review incidents	3.1 Report incidents according to organisation policies and procedures
	3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility
	3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities
	3.4 Seek advice and assistance from legitimate sources as and when appropriate

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS020 Respond effectively to behaviours of concern

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- effectively dealt with at least 5 different behaviours of concern

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- different behaviours of concern:
  - aggression
  - confusion or other cognitive impairment
  - intoxication
  - intrusive behaviour
  - manipulation
  - noisiness
  - self-destructive behaviour
  - verbal offensiveness
  - wandering
- strategies for dealing with behaviours of concern
- issues needing to be referred to an appropriate professional

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- legal and ethical consideration relevant to recognising and responding to behaviours of concern, including:
  - duty of care
  - human rights
  - work health and safety
- organisation reporting processes

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including organisation policies and procedures in relation to reporting behaviours of concern
- modelling of industry operating conditions and contingencies, including scenarios that reflect different behaviours of concern

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCDE002 Develop and implement community programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge required to develop community programs to ensure maximum participation.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop program parameters	1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the priority for new program 1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services 1.3 Undertake research to identify key people, priorities to be addressed, possible strategies and options for action 1.4 Identify measures and evidence of program plan

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	success and possible risks
	1.5 Develop appropriate plans via participation of relevant communities and stakeholders
2. Design programs with the community	2.1 Develop a program plan which reflects identified parameters and incorporates an evaluation of a range of program options within organisation policy
	2.2 Engage stakeholder participation to determine preferred program options particularly in areas of high priority or with targeted communities
	2.3 Seek help from participating agencies for implementation arrangements
	2.4 Develop and implement promotion and marketing strategies
	2.5 Develop and maintain systems and resources for administrative support of community programs
	2.6 Identify and seek resources
3. Implement programs	3.1 Conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives
	3.2 Implement and monitor in accordance to the plan
4. Evaluate programs	4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan
	4.2 Use results of evaluation for revision and ongoing development
	4.3 Involve interested and/or relevant people in program evaluation

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCDE002 Develop and implement community programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed, implemented and evaluated at least 1 community program

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- contemporary economics and politics and their impact on community development
- traditional community development approaches:
  - needs-based
  - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
  - asset-based (ABCD)
  - rights-based
- social movements
- sociology fundamentals, including:
  - commonly accepted social theories
  - social inequality

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- sociology of class
- sociology of gender, including impacts of culture on gender dynamics

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCDE004 Implement participation and engagement strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS421B/CHCCD413E Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to work with individuals or groups in specific communities and support their engagement in making decisions that affects their lives.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define the priorities of specific communities or groups	1.1 Identify and document the details of individual and group priorities of the specific community through appropriate research and stakeholder participation 1.2 Identify, by appropriate research and stakeholder participation, preferred means of communicating with

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ELEMENT	PERFORMANCE CRITERIA
	individuals and groups from specific communities
2. Undertake relevant work in the context of specific communities or groups	2.1 Use the values, priorities and structures within specific communities to define the ways of working 2.2 Evaluate relevant community structures and utilise to maximise outcomes for individuals and groups 2.3 Ensure work within communities is consistent with defined job role and agreed protocols 2.4 Utilise interpersonal skills which are consistent with community practices and standards
3. Evaluate work undertaken within specific communities	3.1 Undertake appropriate evaluation of work through participation of relevant community stakeholders 3.2 Monitor work within communities to ensure reflection of relevant values and structures 3.3 Undertake evaluation in a manner that ensures responsiveness to community prioritises

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

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Links

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Assessment Requirements for CHCCDE004 Implement participation and engagement strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS421B/CHCCD413E Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- researched individual and group issues of at least 1 specific community
- engaged effectively with a range of individuals from at least 1 specific community group, validated by community acceptance over at least 3 different occasions

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- social, political, cultural and historical issues that affect or are relevant to specific communities and groups
- models of society
- critique of socialisation theory
- specific information relating to client community group, including:
  - group composition
  - specific community and group structures
  - practices and values
  - cultural preferences

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  - social issues relevant to the specific group
  - health issues relevant to the specific group
  - relevant networks, people and stakeholders
  - specific communication protocols and practices
  - strength, talents and abilities of the community
  - impact of community values and structures on individuals
- culture and diversity
- family and power
- deviance
- identity theories

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCDE005 Develop and support relevant community resources

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to work with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess community resource requirements	1.1 Document resource requirements through participation of networks and stakeholder needs 1.2 Research existing available community resources and assess their capacity to meet priorities of the group 1.3 Develop strategies to address gaps in available resources 1.4 Develop strategies for the provision of resources to

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	assist in meeting organisation objectives within funding considerations
2. Develop an information base	2.1 Establish and maintain professional networks with key people and organisations
	2.2 Create opportunities to develop supportive connections between key people, including arranging and conducting meetings
	2.3 Identify and plan for obstacles to effective contact between people and develop appropriate strategies to overcome these
	2.4 Maintain records and make available as required to facilitate community interaction
3. Develop community resources	3.1 Develop resources with participation of key people
	3.2 Follow processes and procedures to facilitate endorsement and implementation
	3.3 Undertake appropriate work to ensure that maintenance of community resources is carried out according to agreed procedures and budget allocations
4. Facilitate community access to resources	4.1 Publicise availability of resources to target group, key people and organisations to encourage participation in activities
	4.2 Make resources available to all users as required in accordance with organisation procedures
	4.3 Review resources regularly to ensure usefulness and currency

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCDE005 Develop and support relevant community resources

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- identified resource priorities for at least 1 specific community group and matched a range of appropriate resources to meet those priorities
- used appropriate technology to design and develop resources for at least 1 specific community group
- established networks of key people and organisations and participated in at least 1 meeting
- documented and stored information in line with organisation policies and procedures

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- social, political, cultural and historical issues that affect or are relevant to specific communities and groups
- relevant legal and organisation policies and procedures regarding resources, including copyright and confidentiality
- a range of media, resources and techniques used to develop community resources
- specific client community groups, including:
  - group composition
  - specific community and group structures

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- practices and values
- cultural preferences
- social issues relevant to the specific group
- health issues relevant to the specific group
- relevant networks, people and stakeholders
- specific communication protocols and practice

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modeling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCDE007 Develop and provide community projects

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to work with the community to develop and provide community projects on relevant issues.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop a community project	1.1 Develop project plan through participation of key people and organisations that identifies priorities and desired outcomes to address issues of concern of target groups 1.2 Identify and secure appropriate human, financial and

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ELEMENT	PERFORMANCE CRITERIA
	physical resources
	1.3 Develop strategies and educational resources and materials appropriate to the context, issue and audience
	1.4 Prepare promotional materials in line with organisation policy and disseminate to target audience and others as appropriate
2. Deliver the community project	2.1 Implement strategies and distribute educational resources and materials to ensure maximum effectiveness for delivery of the project
	2.2 Implement strategies to encourage full participation in the project and the expression of views and feelings about its process or content
	2.3 Make project adjustments as required to meet the needs of specific groups
	2.4 Seek feedback on the community project or activity from participants
3. Review the community project	3.1 Assess the community project against the planned goals and objectives in accordance with organisation policies and procedures
	3.2 Discuss outcomes of project evaluations with key people and organisations to determine future directions
	3.3 Document community project outcomes, and where necessary act on them in accordance with organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCDE007 Develop and provide community projects

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed, delivered and evaluated at least 1 project plan, including identifying and matching resources with activities to address community needs and priorities

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- principles of designing and developing a community program, including:
  - community priorities assessment and analysis
  - asset mapping
  - goals and objectives for project
  - resource availability
  - strategies and actions needed to achieve goals
  - accountability requirements
  - resources and support within the community
- decision-making structures and processes at organisation, community, regional and system level

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- organisation policies and procedures for dealing with the media

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCDE010 Develop and lead community engagement strategies to enhance participation

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to apply advanced community engagement skills to increase participation in the community development environment.

The high level engagement skills described in this unit apply to a range of workplace contexts involving skill development, application and evaluation of engagement strategies to ensure effective community participation in relevant projects and activities.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Develop an effective community engagement plan	1.1 Document the purpose and scope of the community engagement 1.2 Identify and document relevant stakeholders and individuals who should be involved in the engagement process 1.3 Analyse and determine the level of impact that stakeholders have in any decisions and the level of public participation required 1.4 Specify the engagement tools and methods to be used within specified timeframes and considering any specific barriers to participation 1.5 Identify and document evaluation mechanisms 1.6 Develop a budget proposal 1.7 Present the completed plan to management and the community for revision and endorsement
2. Implement the engagement plan	2.1 Organise the participation activity according to the plan 2.2 Proactively identify and address the specific prioritises of individuals who are disengaged 2.3 Promote participation to the relevant stakeholders using appropriate communication methods 2.4 Undertake the engagement activity using relevant tools and techniques 2.5 Encourage all group members to contribute their ideas constructively and respectfully during group discussions 2.6 Routinely use strategies that enhance effective group interactions and communication 2.7 Respond to questions in a manner consistent with organisation standards 2.8 Document the participation feedback from participants 2.9 Conduct an evaluation of the participation activities
3. Evaluate and review the outcomes and effectiveness of	3.1 Review the engagement activities in comparison with the plan objectives

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ELEMENT	PERFORMANCE CRITERIA
the participation plan	3.2 Document the outcomes and evaluation feedback
	3.3 Report this information to relevant stakeholders

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCDE010 Develop and lead community engagement strategies to enhance participation

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed 1 engagement plan
- facilitated at least 3 group discussions, including:
  - used a range of group facilitation strategies to enhance interactions between group members and to gather relevant feedback
  - provided feedback to the group regarding outcomes

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- communication styles and techniques
- group facilitation processes and mechanisms for group support
- principles of effective community engagement and participation
- traditional and contemporary models of engagement
- community engagement techniques including online tools and use of social media
- methods of research
- sustainability
- empowerment; community control and hegemony

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- capacity building
- asset based community development
- methods of engagement and participation
- evaluation and review
- building and maintaining partnerships
- social capital
- reporting mechanisms
- reengagement strategies for individuals who are disengaged

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCOM001 Provide first point of contact

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS308B/HLTCOM301C. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to greet clients and exchange routine information, to prioritise the individual's needs, and to respond to immediate needs.

This unit applies to service delivery in all community services and health contexts. Workers at this level work under supervision with limited responsibility.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Greet and observe people	1.1 Listen to and greet people accessing service in a pleasant, respectful and accepting way 1.2 Respond to distressed people in a relaxed and calm manner and seek assistance as required 1.3 Respond appropriately to diverse people and behaviour in line with organisation requirements 1.4 Discuss any concerns or problems with supervisor

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Follow organisational procedures to collect routine client information	2.1 Collect and document identifying information in accordance with organisation and confidentiality requirements 2.2 Discuss reasons for contact with the service 2.3 Explain and uphold rights and responsibilities of the client and confirm understanding
3. Identify priority of need	3.1 Identify urgency and nature of need and refer in accordance with organisation guidelines 3.2 Identify and respond to issues of personal safety for self, clients and others in accordance with organisation procedures and scope of own role 3.3 Recognise situations beyond the scope of role and seek assistance
4. Provide service information	4.1 Provide client with current, relevant and culturally appropriate service information 4.2 Assist clients to contact other agencies or services as appropriate to obtain further information 4.3 Ask the client if information needs have been met and provide further assistance if required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for CHCCOM001 Provide first point of contact

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS308B/HLTCOM301C. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- provided information to 3 people presenting with multi-faceted needs
- collected and documented identifying information for 3 people accessing the service
- used communication and problem solving skills to respond appropriately to the behaviours of each of the following individuals at least once:
  - a person demonstrating aggressive behaviour
  - a person who is distressed
  - a person with a cognitive impairment

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- factors to consider when providing information and service:
  - cultural background
  - language spoken
  - literacy levels
  - disability
- strategies and techniques for dealing with problems and challenging behaviours and situations, including:

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    - aggressive or distressed behaviour
    - people with a cognitive impairment
- assertive communication and conflict avoidance techniques
- specific organisation or sector information:
    - client needs addressed by organisation and the impact of multi-faceted needs on service delivery
    - role of the organisation
    - information recording and storage systems
    - service features
    - types of information provided
    - links with other service providers
    - service transition and exit procedures
- legal and ethical considerations:
    - collection and storage of personal information
    - privacy, confidentiality and disclosure
    - duty of care

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources
- modelling of industry operating conditions and contingencies, including:
    - interactions with people and co-workers from a range of diverse backgrounds
    - interactions with people displaying aggression, distress and cognitive impairment
    - typical workplace reporting processes

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCOM002 Use communication to build relationships

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCOM302D/ CHCCOM403A/HLTAMBFC301D. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to apply specific communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust.

This unit applies to work across a range of workplace contexts where workers at all levels may communicate with individuals and/or groups both in person and in writing.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Communicate with clients and co-workers	1.1 Identify and use appropriate communication techniques to communicate with clients and colleagues 1.2 Communicate in a manner that demonstrates respect, accepts individual differences and upholds rights 1.3 Represent the organisation appropriately and in accordance with communication policies and protocols

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Provide information to clients and service providers in accordance with communication policies and protocols
2. Address communication needs	2.1 Recognise and support communication needs of clients, colleagues and external networks
	2.2 Facilitate access to interpreter and translation services as required
	2.3 Identify and address problems and communication barriers
	2.4 Defuse conflict or potentially difficult situations with clients and colleagues and refer in accordance with organisational requirements
	2.5 Seek and respond to feedback on the effectiveness of communication with clients, colleagues and external networks
3. Facilitate meetings	3.1 Develop an agenda and list of invited participants in consultation with appropriate people
	3.2 Communicate details of the meeting to the participants and other stakeholders in accordance with organisation communication protocols
	3.3 Contribute to and follow objectives and agendas for meeting
	3.4 Provide opportunities to fully explore all relevant issues and provide relevant information
	3.5 Use strategies that encourage all members to participate equally, including seeking and acknowledging contributions from all members
	3.6 Implement strategies to ensure the specific communication needs of individuals within the meeting are identified and addressed
	3.7 Facilitate the resolution of conflict between participants
	3.8 Minute or record meeting in accordance with organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element* 3.9 Evaluate meeting processes and identify lessons learned or opportunities for improvement

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCOM002 Use communication to build relationships

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCOM302D/ CHCCOM403A/HLTAMBFC301D. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- obtained feedback from 3 clients or colleagues on effectiveness of communication and responded appropriately
- prepared 3 types of written correspondence in accordance with organisation communication protocols
- facilitated resolution of 1 difficult situation with a client, colleague or service provider
- facilitated 1 meeting around a workplace issue

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- organisation communication policies and protocols
- different communication styles and techniques, and how they impact on interpersonal communication, including:
  - strategies for effective interpersonal communication
  - person centred and rights based approaches
  - cross-cultural communication protocols
  - non-verbal communication cues
  - group processes and dynamics

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  - motivational interviewing versus coercive approach
  - collaboration versus confrontation
- communication strategies to:
  - build and maintain relationships and trust
  - facilitate workplace meetings
  - negotiate for optimal outcomes
  - deliver business presentations
  - address barriers
  - solve problems and resolve conflict
- types of interpretation and translation services specific to the client group, and how to access them
- factors that commonly contribute to the development of communication barriers including high emotions, mistrust or misunderstandings
- professional relationship boundaries
- digital media and use in community services and health sector, including:
  - web
  - email
  - social media
  - podcast and videos
  - tablets and applications
  - newsletters and broadcasts
  - intranet
- written correspondence protocols and style guides, including letters, emails, minutes, case notes, reports

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including use of real workplace policies and procedures
- modelling typical workplace conditions, including:
  - interactions with clients and co-workers from a range of diverse backgrounds
  - facilitation of groups of at least 3 people
  - typical workplace reporting processes
  - interpreter and translation services where required
  - use of digital media

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCCOM006 Establish and manage client relationships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical error updated. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to establish and manage professional one-to-one relationships with clients in the context of providing an ongoing health service or intervention.

This unit applies to community services or health workers who have defined responsibilities to work independently with clients within broad but established guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Establish professional relationship with the client	1.1 Establish relationship within appropriate professional boundaries 1.2 Build trust and respect through use of effective

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	communication techniques
	1.3 Identify and respond to client special needs
	1.4 Communicate in ways that take account of cultural considerations
	1.5 Exercise discretion and confidentiality
2. Manage client interactions	2.1 Use a collaborative and person centred approach when working with clients
	2.2 Use motivational interviewing as a basis for client interactions
	2.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	2.4 Support the client to identify and articulate key information that supports the provision of service
	2.5 Encourage clients to voice queries or concerns and address these appropriately
	2.6 Respond to difficult or challenging behaviour using established techniques
	2.7 Maintain professional integrity and boundaries at all times
	2.8 Work within scope of role and identify and respond to situations where interactions suggest the need for client referral
3. Provide effective responses to client enquiries	3.1 Select the most appropriate mode of communication for the information being provided
	3.2 Use language and terminology that the client will understand
	3.3Present information clearly and with sufficient detail to meet client needs
	3.4 Confirm with client that the information has been understood and address any unresolved issues

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCOM006 Establish and manage client relationships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical error updated. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- established and managed client relationships and boundaries appropriately during the provision of services to 3 clients
- developed responses to 3 different situations involving difficult or challenging behaviour

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for establishing and managing client relationships and how these are applied:
  - privacy, confidentiality and disclosure
  - human rights
  - work role boundaries including:
    - responsibilities and limitations
    - appropriate sexual, physical and emotional boundaries

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    - use of enquiry only as appropriate and necessary
    - awareness of potential client transference
    - staying within area of expertise
- modes and techniques for effective communication, including:
    - active listening, questioning, clarifying, advising
    - empathy, trust and respect
    - appropriate verbal and non-verbal communication
    - use of communication aids
    - tone and presentation
- role of motivational interviewing during client interactions to facilitate:
    - client support
    - case taking
    - negotiation with client
    - education of client
    - information giving
- techniques for motivational interviewing:
    - attending skills, use of body language
    - paraphrasing
    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing
    - exploring options
    - normalising statements
- barriers and influences on communication and ways to respond:
    - language
    - culture
    - religion
    - emotional state
    - disability
    - health
    - age
    - presence of children and/or spouse
- techniques for dealing with difficult communication situations:
    - managing emotions
    - defusing anger
    - clarifying the issues
    - maintaining composure and professional attitude
    - providing support
    - seeking assistance

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- types of information that may be provided to clients as relevant:
  - appointment details, directions
  - costs and payment options
  - client options, service information, referral details
  - general health and self care information
  - service provider credentials or information

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCDIS005 Develop and provide person-centred service responses

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to develop, implement and monitor service responses with a person with disability. Work is undertaken within a legislative and ethical framework to ensure the provision of high quality, person-centred service delivery which supports the person's aspirations, needs, rights and interests.

This unit applies to workers in varied disability service contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs**.**

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work with the person to develop and implement person-centred responses	1.1 Collaborate with the person with disability and/or their family and/or carer and/or relevant others in actively developing responses that meets the individual's

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	aspirations, needs, rights and preferences
	1.2 Put in place mechanisms to ensure the person's support information is accurately recorded, maintained and applied to future support activities and responses
	1.3 Develop the required responses that cater to individual differences, rights, needs and preferences
	1.4 Communicate the needs of the person to family and/or carer and/or relevant others as appropriate
	1.5 Make available appropriate resources
	1.6 Seek provision of services from other workers or agencies as required
	1.7 Maintain all relevant documentation relating to the person and the service delivery and communicate in accordance with organisation procedures
2. Review and monitor person-centred responses	2.1 Review and measure effectiveness of responses in meeting the person's needs and preferences, in consultation with the person, family and/or carer and/or relevant other
	2.2 Identify and take action to improve areas of the responses that have not met the person's needs and preferences
	2.3 Ensure changes to service delivery are within policy and budgetary frameworks
	2.4 Modify specified aspects of service delivery as required, to meet changing service requirements and the needs and preferences of the person with disability
	2.5 Identify potential training opportunities for the person to meet their changing needs
	2.6 Ensure changes to service are within procedural and legislative requirements and maintain high standards of delivery

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
3. Provide service delivery within a quality framework	3.1 Follow procedures for service delivery for the individual in line with organisation's quality system
	3.2 Identify any barriers that may impact on delivery of high quality service and refer to supervisor
	3.3 Regularly review procedures for service delivery to reflect industry best practice and relevant legislative changes
	3.4 Regularly review procedures for service delivery to reflect the changing aspirations, needs and preferences of the person with disability

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDIS005 Develop and provide person-centred service responses

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- followed procedures for person-centred service delivery in line with the organisation's quality system, including:
  - developed and implemented at least 3 different person-centred service responses to meet the aspirations, needs, rights and preferences for people with disability, 2 in a simulated environment and 1 in the workplace
  - reviewed and monitored at least 3 individual service responses and made changes that are necessary to improve quality service delivery; met changing needs of the person; addressed barriers and responded to legislative changes, 2 in a simulated environment and 1 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- relevant networks and services in the broader community
- current best practice approaches for service delivery
- legal and ethical considerations for working with people with disability:
  - discrimination

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  - dignity of risk
  - duty of care
  - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - work health and safety
- principles of:
  - empowerment
  - rights-based approach
  - person-centred practice
  - strengths-based approach
  - access and equity

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - individualised plans and equipment or resources outlined in the plan
  - organisation policies and procedures relating to the development, implementation, monitoring and review of person-centred programs

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/ AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCDIS007 Facilitate the empowerment of people with disability

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to facilitate the empowerment of people with disability to deliver rights based services using a person-centred approach. It should be carried out in conjunction with individualised plans.

This unit applies to workers in varied disability contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Demonstrate commitment to empowerment for people with disability	1.1 Identify changes in the legal, political and social frameworks within which the work is undertaken 1.2 Identify ways society can affect the level of impairment experienced by a person with disability 1.3 Reflect on personal values and attitudes regarding disability and acknowledge their potential impact when working in disability contexts

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Develop and adjust own approaches to facilitate empowerment
2. Foster human rights	2.1 Assist the person with disability to understand their rights
	2.2 Deliver services that ensure the rights and needs of the person are upheld in the context of person-centeredness
	2.3 Ensure the cultural needs of the person are identified, accepted and upheld
	2.4 Identify breaches of human rights and respond and report according to organisation procedures
	2.5 Identify indications of possible abuse and/or neglect and report according to organisation procedure
3. Facilitate choice and self-determination	3.1 Using a person-centred approach work in a manner that acknowledges the person with disability as their own expert
	3.2 Facilitate person-centred options for action on relevant issues and discuss with the person and/or family and/or carer and/or relevant other
	3.3 Provide assistance to the person with disability to facilitate communication of their personal goals
	3.4 Provide person-centred support in a manner that encourages and empowers the person with disability to make their own choices
	3.5 Assist with strategies to ensure that the person is comfortable with any decisions that are being made on their behalf
	3.6 Assist with accessing advocacy services and other complaint mechanisms as required

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Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDIS007 Facilitate the empowerment of people with disability

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- facilitated access to a wide variety of choices that will assist 2 people with disability to reach their personal goals, using:
  - oral communication skills to maintain positive and respectful relationships with the person with disability
  - appropriate non-verbal communication strategies

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively manage tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- history and recent developments in disability
  - social versus medical model of service
  - institutionalised versus person-centred, self-directed model of support
- social constructs of disability and the impact of own attitudes on working with people with disabilities
- how and when to seek support from more experienced and qualified staff
- types of disability, including:
  - acquired brain injury

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  - autism spectrum disorder
  - cognitive disability
  - developmental delay
  - intellectual disability
  - neurological impairment
  - physical disability
  - sensory disability, including hearing, vision impairment
  - speech/language disability
- support practices for people, including but not limited to, the following conditions:
  - genetic factors
  - physical trauma
  - psychological trauma
  - chronic lifestyle conditions
  - acquired brain injury
- legal and ethical considerations for working with people with disability:
  - codes of conduct
  - discrimination
  - dignity of risk
  - duty of care
  - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety
- principles of:
  - empowerment
  - rights-based approaches
  - person-centred practices
  - self-advocacy
  - active support
  - active listening
  - social justice, and the importance of knowing and respecting each person as an individual
  - strengths-based approaches
- strategies that assist people with disabilities to exercise their rights and support independent action and thinking, including use of technology (e.g. laptops or tablets) to facilitate choice
- how to access and use advocacy services and complaint mechanisms

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- indicators of abuse and/or neglect in relation to people with disabilities

Assessment Conditions

Skills must have been demonstrated in the disabilities workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person with disability.

The following conditions must be met for this unit:

- access to individualised plans and any equipment outlined in the plan

Overall, assessment must involve real interactions with people with disability, their families/carers/relevant others and the person's individualised plan.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCDIV001 Work with diverse people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Reflect on own perspectives	1.1 Identify and reflect on own social and cultural perspectives and biases 1.2 Work with awareness of own limitations in self and social awareness 1.3 Use reflection to support own ability to work inclusively and with understanding of others

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Identify and act on ways to improve own self and social awareness
2. Appreciate diversity and inclusiveness, and their benefits	2.1 Value and respect diversity and inclusiveness across all areas of work
	2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness
	2.3 Use work practices that make environments safe for all
3. Communicate with people from diverse backgrounds and situations	3.1 Show respect for diversity in communication with all people
	3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence
	3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible
	3.4 Seek assistance from interpreters or other persons according to communication needs
4. Promote understanding across diverse groups	4.1 Identify issues that may cause communication misunderstandings or other difficulties
	4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity
	4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations
	4.4 Address any difficulties with appropriate people and seek assistance when required

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDIV001 Work with diverse people

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
  - selected and used appropriate verbal and non verbal communication
  - recognised situations where misunderstandings may arise from diversity and formed appropriate responses

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- concepts and definitions of diversity
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- features of diversity in Australia and how this impacts different areas of work and life:
  - political
  - social
  - economic

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    - cultural
- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
    - discrimination:
        - age
        - disability
        - racial
        - sex
    - human rights:
        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- key areas of diversity and their characteristics, including:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender
    - intersex
    - generational
    - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
    - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
    - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- potential needs of marginalised groups, including:
    - protective factors
    - physical, mental and emotional health issues/care needs
    - consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- resources that support individuals and organisations to embrace and respond to diversity
    - language and cultural interpreters
    - imagery
- influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCDIV003 Manage and promote diversity

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to evaluate and promote diversity in the workplace, and to contribute to the planning of diversity policies and procedures. This may apply to internal work practices or external service delivery.

This unit applies to individuals working in any type of leadership role across all industry sectors.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Research diversity in the workplace	1.1 Collect and evaluate quantitative and qualitative workplace diversity data 1.2 Identify and analyse potential benefits of diversity in relation to the workplace objectives 1.3 Analyse how current diversity practice matches workplace objectives

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Foster diversity	2.1 Provide a role model for others through individual behaviour that demonstrates respect for diversity 2.2 Assist and coach colleagues in ways of accepting diversity in relation to both colleagues and clients 2.3 Develop work practices and undertake planning in a manner that shows respect for workplace diversity 2.4 Identify and adapt professional development opportunities to address the needs of a diverse workforce 2.5 Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce to those working in the workplace according to relevant policy 2.6 Identify and use diversity factors associated with clients and colleagues to address diversity objectives of the workplace 2.7 Value and encourage collaboration and the experience of working with diverse clients and colleagues
3. Adapt communication strategies	3.1 Use communication strategies to meet the diverse needs of individuals within the workplace 3.2 Implement tailored communication strategies for targeted individual and group needs 3.3 Identify and/or develop and use resources that facilitate effective communication in the workplace 3.4 Reflect on use of communication strategies with regard to workplace diversity and identify potential improvements
4. Contribute to workplace diversity policies and procedures	4.1 Develop and document diversity strategies in consultation with stakeholders including people from key target groups 4.2 Advocate for diversity strategies to be implemented in accordance with workplace policies and procedures 4.3 Develop measures for evaluating the outcomes of workplace strategies, policies and procedures for

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	diversity
	4.4 Report on workplace diversity strategies within appropriate context

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDIV003 Manage and promote diversity

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- researched diversity in at least 1 workplace in terms of current performance and meeting of diversity objectives
- used strategies to foster and promote diversity in work practice:
  - coaching and mentoring
  - communication
  - work planning
- contributed to the development of workplace diversity policies and procedures for at least 1 workplace

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact leadership and management practice
- concepts and definitions of diversity
- key areas of diversity and their characteristics, including:
  - culture, race, ethnicity
  - disability
  - religious or spiritual beliefs

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    - gender, including transgender
    - intersex
    - generational
    - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- the role of leaders and managers in encouraging diversity in work practices and service delivery
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of self and others
- legal and ethical considerations (international, national, state/territory, local) for diversity practices at a management level:
    - discrimination (direct and indirect):
        - age
        - disability
        - racial
        - sex
    - equal employment opportunity (EEO)
    - human rights
    - rights and responsibilities of workers, employers and clients
- benefits of workplace diversity
- types of direct and indirect discrimination
- ways to ensure effective and equitable activities to diverse clients
- barriers to inclusivity
- cross-cultural communication strategies and how these can be integrated into workplace practices
- principles and practices of inclusivity and the types of planning and work practice that support diversity

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

The following condition must be met for this unit:

- presence of situations that allow interaction with other people in a leadership role

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCEDU001 Provide community focused health promotion and prevention strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge required to deliver a range of promotion and prevention strategies to the community.

This unit applies to workers in both health and community sectors. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review health promotion plan	1.1 Clarify all aspects of the health promotion plan are still relevant 1.2 Locate relevant available promotion and prevention resources 1.3 Verify health promotion plans method of promotion delivery

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Review budget necessary to develop, adapt and implement promotion and prevention strategies
2. Prepare for promotion and prevention activities	2.1 Engage with relevant stakeholders to obtain support for desired outcomes and promotion and prevention plan
	2.2 Where necessary adapt existing promotion and prevention resources
	2.3 Develop new promotion and prevention resources, according to the plan
	2.4 Engage relevant stakeholders to review newly developed resources
3. Conduct promotion and prevention activities	3.1 Conduct prevention activities according to the promotion and prevention plan
	3.2 Gather feedback on the immediate impact of the activity
	3.3 Monitor the implementation of the plan and revise activities based on any feedback
4. Evaluate Health promotion activities	4.1 Undertake evaluation activities as set out in the plan
	4.2 Collect client feedback and data on behaviour change for evaluation
	4.3 Analyse data in preparation for reporting purposes
5. Report and document information	5.1 Document information about activities according to the organisation’s protocols
	5.2 Adhere to privacy and confidentiality requirements when reporting feedback
	5.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to prevention strategies

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Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCEDU001 Provide community focused health promotion and prevention strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed and implemented promotion and prevention strategies to at least 2 community groups with different needs

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- mental health and its perception in the community
- *The Ottowa charter for health promotion*
- alcohol and other drugs (AOD) and its perception in the community
- the importance of promotion and prevention in the health and recovery continuum
- methods and models for social inclusion
- a range of promotional strategies and their suitability for different purposes
- methods for obtaining feedback on promotional activities
- evidence based practice
- a range of relevant promotional resources

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modeling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCGRP002 Plan and conduct group activities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCGROUP403D

Application

This unit describes the knowledge and skills required to establish, lead and participate in a groups using a collaborative, strengths-based approach.

This unit applies to any individual involved in planning and leading group activities. Groups may be formal or informal.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan group activities and resources	1.1 Review available information and identify the needs of the group 1.2 Generate ideas for activities that respond to identified needs 1.3 Identify, calculate and document the resources required for group activities 1.4 Identify and follow up on the need to make

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ELEMENT	PERFORMANCE CRITERIA
	submissions for potential sources of assistance and resources within scope of own job role
	1.5 Organise resources according to organisation procedures
2. Coordinate group planning processes	2.1 Seek opportunities actively for collaborative planning and shared ownership with clients
	2.2 Solicit, analyse and prioritise information about group's needs and expectations
	2.3 Negotiate the purpose of group activities with the group allowing time and opportunity for individuals to articulate their ideas and wishes
	2.4 Translate purpose of proposed group activity into a set of documented aims and objectives based on input
	2.5 Analyse potential impact on group operation of the values and beliefs of both worker and client
	2.6 Design group strategies that promote effective group operation and take into account specific characteristics of participating clients
3. Manage group processes and conflict	3.1 Promote opportunities for open dialogue and active listening between group members
	3.2 Encourage and model sensitivity to diverse participants
	3.3 Use strategies to prevent conflict within own role, power and capacity
	3.4 Identify and reinforce the outcomes of positive conflict
	3.5 Clarify and confirm principles and practices of conflict resolution in a group and seek agreement to implement them
	3.6 Encourage acknowledgement of rights and responsibilities and perceptions of all participants in the conflict situation
	3.7 Offer opportunity to all participants for debriefing, support, mediation, consultation and facilitation

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate group activities	4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback 4.2 Seek feedback from group participants on leadership style, group process, achievement of objectives, other achievements and areas for development 4.3 Document evaluation information according to organisation procedures and distribute to relevant people

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCGRP002 Plan and conduct group activities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCGROUP403D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- planned and conducted at least 3 different group activities for groups with diverse participant profiles, including:
  - identified the following resource requirements:
    - financial
    - human
    - physical
  - worked collaboratively with groups to plan activities
- facilitated at least 3 different group sessions, each with a minimum group size of 5 people, using the following communication and interpersonal skills:
  - listening
  - questioning
  - effective non-verbal communication
  - empathetic responding
  - paraphrasing
  - summarising
  - negotiation
  - techniques for maintaining group cohesion
  - conflict resolution.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- principles and processes of strengths-based practice
- types and purposes of groups in the community services context
- types of resources required for group activities, including:
  - venues
  - equipment
  - information materials
  - administrative support
  - specialist expertise
- dynamics of groups and group behaviour
- processes and techniques for engaging in, and managing group planning processes
- communication techniques and how these are applied in working with groups, including:
  - collaboration
  - conflict resolution
  - different styles of group leadership
  - effective non-verbal communication
  - empathetic responding
  - listening
  - negotiation
  - paraphrasing
  - questioning
  - summarising
  - techniques for maintaining group cohesion
- relevant models including stages of group development and stages of change
- types of additional support that may be provided to groups, including:
  - information and resources (internal or external)
  - individualised services

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- referrals to further support.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - information about group needs
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve groups comprising at least 5 people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCLAH002 Contribute to leisure and health programming

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to contribute to the creation, planning, coordination, delivery and evaluation of appropriate leisure and health activities for individuals and groups.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify activities to match leisure and health needs of the client or group	1.1 Work with health practitioners and key stakeholders to develop activity plans 1.2 Collect and review relevant information to establish the needs of leisure and health clients, based on the leisure and recreation assessment 1.3 Identify and review a range of possible activities to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	meet needs
	1.4 Select activity focus and type based on client needs, organisation's criteria and resource availability
	1.5 Undertake an activity analysis to match client needs to the characteristics of the activity
	1.6 Undertake an assessment of outing requirements, where appropriate
	1.7 Undertake risk assessment for activities, programs and outings
2. Assist with the preparation of activity plan	2.1 Undertake appropriate planning of activities within team context to ensure client needs are met
	2.2 Incorporate consultation with clients and stakeholders into planning of activities
	2.3 Determine operational arrangements for conducting the activity and assess for feasibility
	2.4 Develop and document goals and outcomes for each activity
	2.5 Include appropriate implementation and evaluation strategies in the activity plan
	2.6 Develop plans to include activity modifications required to meet client needs
	2.7 Document resource adaptations, where appropriate, according to organisation procedures and protocols
	2.8 Ensure planned activities reflect accepted best practice in working with leisure and health clients
	2.9 Document the activity plan according to organisation procedures and protocols
3. Identify and obtain required resources	3.1 Devise and implement strategies to obtain and utilise necessary human, financial and physical resources
	3.2 Make submissions to potential sources, in accordance with relevant guidelines, where required resources are not readily available

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.3 Evaluate, select and arrange suitable locations for program implementation
	3.4 Identify a range of leisure and recreation options and experiences suitable to client needs
	3.5 Identify components of an activity relevant to the abilities of the client
	3.6 Modify and adapt activities to meet client needs, where necessary
	3.7 Conduct resource audit
4. Promote activity or program	4.1 Identify potential program users and design and distribute appropriate information to achieve maximum response
	4.2 Evaluate effectiveness of promotional activities and make changes as indicated by response
	4.3 Develop motivational strategies to maximise client participation
	4.4 Evaluate effectiveness of motivational strategies and make amendments as indicated by the response
5. Deliver activity or program	5.1 Implement activities in accordance with program plan, organisation guidelines and legislative requirements
	5.2 Provide participants with access to a range of activities suited to their needs and interests
	5.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies
	5.4 Adapt program to changing needs of participants as required
	5.5 Promptly address problems in delivery of activities
	5.6 Use effective facilitation techniques in the delivery of activities
	5.7 Develop strategies to deal with challenging behaviour
	5.8 Implement strategies to deal with challenging

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	behaviour
	5.9 Monitor levels of client participation
	5.10 Amend activity to facilitate an appropriate level of client participation
6. Evaluate activity	6.1 Define criteria to judge program effectiveness in consultation with clients and stakeholders
	6.2 Routinely use appropriate evaluation, revision and development strategies during and after the activities
	6.3 Collect, organise and report evaluation information in a format that is accessible and meaningful to clients and stakeholders
	6.4 Prepare and present reports as required
7. Document the activity or program	7.1 Determine documentation requirements that reflect accepted best practice in working within the leisure and health profession
	7.2 Conduct documentation processes according to organisation guidelines and legislative requirements
	7.3 Evaluate the effectiveness of documentation

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCLAH002 Contribute to leisure and health programming

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- contributed to the planning, delivery and evaluation of 3 leisure and health activities for a client or group of clients
- documented 4 activity modifications/adaptations that have been investigated
- visited a suitable outing venue for a chosen client or group of clients
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- at least 15 activity ideas that could be included in a holistic leisure and health program
- current documentation requirements and expectations within the profession
- aspects of holistic health:
  - emotional
  - social
  - physical

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  - mental
  - spiritual
- levels of human needs:
  - universal
  - developmental
  - special
- legal and safety requirements as they relate to activities and programs
- risk and outing assessment processes
- relevant funding sources
- provision of support to a diverse range of people and organisations
- cross cultural communication, negotiation and facilitation
- work health and safety (WHS) principles and practices

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - individualised plans and equipment or resources outlined in the plan
  - information/documentation relevant to leisure and health activities
  - scenarios that focus on working within an interdisciplinary team with leisure and health responsibilities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/ AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCLAH004 Participate in planning leisure and health programs for clients with complex needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to understand and work with individuals and groups with complex needs when participating in planning for leisure and health service provision.

This unit applies to workers in a range of community services contexts who provide leisure and health services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Participate in profiling specific client needs	1.1 Determine specific client issues, characteristics and symptoms 1.2 Identify the impact of any issues, characteristics and symptoms on participation in leisure 1.3 Determine a range of strategies and modifications that

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.* will enable the client to maximise their participation in leisure and recreation programs
2. Promote inclusion and empowerment	2.1 Follow principles of integration in recreational and leisure activities 2.2 Identify the advantages of integration in recreational and leisure activities 2.3 Identify the disadvantages of segregation in recreational and leisure activities 2.4 Identify mechanisms to empower clients with complex needs through recreational and leisure activities
3. Contribute to the plan for addressing the impact of client issues, characteristics and symptoms	3.1 Determine the recreational and leisure needs of clients with complex needs 3.2 Identify the benefits of participation in recreational and leisure activities in relation to meeting identified needs 3.3 Identify barriers to participation in recreational and leisure activities 3.4 Develop strategies for overcoming identified barriers 3.5 Involve stakeholders and significant others in planning to manage barriers to recreational and leisure activities according to client's needs
4. Participate in the development of effective strategies for working with clients with complex needs	4.1 Examine the range of issues facing people with complex needs and the impact these issues have on their lives in relation to leisure and recreation participation 4.2 Demonstrate the use of appropriate language when working with clients with complex needs 4.3 Design strategies that are relevant to cultural and social contexts of the individual and their community 4.4 Adapt activities, programs, the environment and equipment to optimise client involvement in leisure and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	health programs
	4.5 Document strategies for work with clients with complex needs within an individual program plan and activity plan

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCLAH004 Participate in planning leisure and health programs for clients with complex needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- participated in planning leisure and health programs to meet the requirements of 3 clients with complex needs (of which 1 must be a person with disability)
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- a range of complex needs, including causes and symptoms associated with the condition, including:
  - physical
  - emotional
  - cognitive
  - sensory

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  - communication
  - psychiatric
  - disadvantaged groups
- theories of:
  - development and building in the strengths of complex needs clients
  - inclusion and non-discriminatory practices
  - segregation
  - integration
- importance and value of empowerment
- different approaches to program planning and development
- respect for different expectations of client, significant others and support staff
- facilitation methods for a variety of leisure and health activities
- relevant quality improvement and accreditation system principles
- leisure and health programs that promote well being, social justice and equity of clients with complex needs

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and equipment or resources outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/ AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRH406A/ CHCRH407A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to understand how human behaviour across the lifespan development stages, and sociological concepts of health and leisure impact on leisure and health programming and client participation.

This unit applies to workers assisting in leisure and health activity programming in a range of contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the lifespan developmental stages of the client	1.1 Identify relevant aspects of human physical, social and intellectual development according to client's lifespan development stage 1.2 Identify relationship between the lifespan development stage and the needs, interests and skills of

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	the client
	1.3. Identify behaviours of the client consistent with lifespan development stage
	1.4 Identify and monitor cognitive processes of the client which may impact on development stages across the lifespan
2. Identify how the Australian social context of health might impact on client participation	2.1 Identify key social aspects of health provision in Australia and how they might impact on clients
	2.2 Identify how demographic issues impact on client health
	2.3 Identify health issues that impact on the provision of health services to clients
3. Identify how the Australian social context of leisure might impact on client participation	3.1 Identify the role of leisure, in a range of different contexts, as part of everyday life for clients
	3.2 Identify different approaches to leisure at different stages of the life cycle and how this impacts on clients
	3.3 Identify clients perceptions and attitudes towards leisure
4. Identify strategies for participation	4.1 Implement a range of motivational strategies to maximise participation
	4.2 Ensure strategies are age and culturally appropriate and clearly communicated with clients
	4.3 Determine if client perceptions of health, wellness, illness and disability are impacting on participation in leisure activity
	4.4 Incorporate protective and inclusive practices into leisure service delivery
	4.5 Recognise ‘acceptable’ and ‘unacceptable’ behaviour or responses to illness and respond in accordance with organisation guidelines

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Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRH406A/ CHCRH407A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- assisted with the development of at least 3 leisure activity programs to cater for the needs and interests of clients with varying cognitive and functioning abilities

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- meaning of terms, including:
  - sociology, society, social structure, socioeconomic status
  - culture, gender, trans-cultural
  - institutions, power
- ways specific groups in Australia approach leisure and how these approaches are shaped by the society in which they live
- factors that have had negative and positive impact on individual leisure, including:

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  - legislation governing access for people with disabilities
  - changes to Australian society
- the (micro) culture of the workplace and the impact of health care provision on workers and clients
- the social context of health and leisure to the development of leisure activity programs
- human physical, social, and intellectual development across the lifespan
- perceptions of illness, disability, health and wellness and ways clients respond to illness or disability, including trans-cultural differences in the ways people respond
- the experience of disability
- the sociological perspective of disability to the development of leisure activity programs
- definition, impacts and common perceptions of disability
- human cognitive processes, including key aspects relating to:
  - memory
  - decision-making
  - reasoning
  - communicating
- memory including:
  - procedural memory
  - episodic memory
  - semantic memory
- key aspects and psychosocial needs of a person with impaired functioning or cognition, including processes associated with acquired brain injury and dementia
- different models of disability and the impact on service provision for people with disabilities
- strategies for facilitating integration of a client with a disability or disabilities into leisure activities
- Australian health system and its impact on different groups, including:
  - older people
  - people with disabilities
  - people living in rural and remote areas
  - Aboriginal and/or Torres Strait Islander Australians
- how own work context fits into the Australian health system, including:
  - provision of funding
  - accreditation and registration requirements
  - private versus public sector
  - minimum qualifications levels

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCLAH006 Coordinate planning, implementation and monitoring of leisure and health programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRH504B, CHCRH503B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.

Application

This unit describes the skills and knowledge required to undertake advanced planning, coordination implementation and evaluation of programs for the provision of activities for individuals and groups.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services. Work is undertaken with minimal supervision within broad but generally well-defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan comprehensive assessment of a client	1.1 Select appropriate leisure and health assessment tools 1.2 Develop agency specific assessment tool when appropriate assessment tool is not already available 1.3 Coordinate the application of the assessment tool

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Evaluate the effectiveness of the assessment tool and process
	1.5 Critically analyse and interpret assessment results
	1.6 Maintain confidentiality while assessing and documenting assessment findings and results
2. Facilitate the design of programs	2.1 Design programs using a consultative approach based on the client's needs assessment
	2.2 Ensure program designs are relevant to cultural and social contexts of individuals and their community and reflect multi-cultural perspective
	2.3 Develop and document individualised leisure and health program plans from the results of the assessment
	2.4 Coordinate planning and design of leisure and health programs for individuals and groups
	2.5 Schedule programs using clinical judgement to establish frequency, intensity and duration of leisure and health programs
	2.6 Develop motivational strategies to maximise client involvement in leisure and health programs
	2.7 Develop tools and processes to monitor levels of participation in leisure and health programs
	2.8 Undertake activity analysis and document activity plans
3. Coordinate the implementation of programs	3.1 Ensure required resources are planned, identified and organised according to relevant needs, interests and timeframe available
	3.2 Develop setting and environment for leisure and health activities within constraints of resources, location and client's needs and availability
	3.3 Plan and develop timetables that provide structure and flexibility and serve as a communication tool
	3.4 Implement programs, allowing for clear staff communication, adapting to conditions and needs on day,

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	in line with service requirements
	3.5 Organise off-site excursions as extension of program where appropriate
	3.6 Maintain ongoing communication with those involved in the program
	3.7 Identify and utilise facilities, materials and equipment
4. Monitor and evaluate leisure and health programs	4.1 Assess progress of each individual
	4.2 Establish opportunities for regular review of program by all participants and workers
	4.3 Clearly identify criteria for documentation and evaluation of leisure and health programs and use for review
	4.4 Determine the appropriate range of evaluation tools and processes
	4.5 Develop agency specific evaluation tools
	4.6 Analyse and interpret evaluation results
	4.7 Regularly document and evaluate program outcomes according to individual, role and service requirements
	4.8 Use evaluation results and information to facilitate further design of programs and implement changes

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCLAH006 Coordinate planning, implementation and monitoring of leisure and health programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRH504B, CHCRH503B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- critiqued at least 1 leisure and health client assessment form identifying its strengths, weaknesses and areas for improvement
- managed leisure and health programs for 3 individuals and 3 groups
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- assessment processes and techniques used for leisure and health programs
- professional documentation requirements in relation to health programs
- the role of leisure and health programs
- models of professional practice including:
  - social model

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  - leisure flow
  - leisure ability
  - integrated community recreation model
  - community
  - person-centred practice
- different approaches to program planning and development
- criteria for selecting a specific programming approach
- assessment of key variables to guide decision-making about programming approach
- facilitation methods for a variety of learning experiences, including art, music, sport
- up-to-date information for program development and a range of sources to access this information
- relevant quality improvement and accreditation system principles
- inclusion and non-discriminatory practices and associated legislation as it applies to leisure and health programs
- work health and safety (WHS) principles and practices

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - individualised plans and equipment or resources outlined in the plan
  - leisure and health assessment and evaluation tools

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMGT001 Develop, implement and review quality framework

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCORG423/CHCORG619/CHCCS604. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to develop, implement and monitor a framework for ongoing quality service delivery that supports the rights and interests of clients.

The unit applies to a range of leadership roles in health and community services workplaces.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Develop a framework for quality service delivery	1.1 Establish quality service standards through consultation with stakeholders and benchmarking against industry standards or existing quality frameworks 1.2 Develop strategies to ensure procedures deliver high quality services that support good practice standards and the rights and interests of clients 1.3 Identify organisation barriers or issues that impact on

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	delivery of high quality service and develop strategies to address them
	1.4 Identify opportunities for continuous improvement and incorporate them into operational plans
	1.5 Define and implement continuous improvement processes to monitor and ensure quality client service delivery
	1.6 Plan and ensure the involvement of all parties in quality improvement processes
2. Monitor and review service delivery against quality framework	2.1 Use a range of appropriate processes to monitor and review quality of service outcomes for clients and the community
	2.2 Monitor and review strategies for addressing barriers and issues relating to quality
	2.3 Regularly update service delivery procedures to reflect good practice and to respond to changing legislative requirements and client needs
	2.4 Identify need and opportunities for staff to develop the necessary competencies to meet changing service delivery requirements
	2.5 Establish and use feedback mechanisms to involve all users of the service and other relevant parties in the review process
	2.6 Investigate and document the effects of services on all clients
	2.7 Identify differences between stakeholder expectations and service delivery objectives
	2.8 Establish mechanisms to provide clients and stakeholders with information about review results
3. Plan and implement revised strategies to improve outcomes	3.1 Use review findings to identify threats to quality
	3.2 Respond to and investigate complaints and use as feedback to improve outcomes
	3.3 Design and implement a plan with immediate and long term goals to develop and improve the quality of service in consultation with stakeholders
	3.4 Provide information to relevant parties about the plan and the processes to be used

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4. Ensure the continuous improvement of service standards	4.1 Ensure that revised service standards incorporate stakeholder expectations and available resources 4.2 Regularly communicate service standards and good practice to all stakeholders 4.3 Establish procedures to check that appropriate practice is carried out 4.4 Regularly promote, model and demonstrate good practice to all workers 4.5 Regularly discuss issues with workers and incorporate necessary changes into strategies for continuous improvement

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential *to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMGT001 Develop, implement and review quality framework

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCORG423/CHCORG619/CHCCS604. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed and implemented a quality framework for the delivery of at least 1 service or program
- conducted at least 1 review of service delivery that identified barriers to quality and provided recommendations for improvement
- established a continuous improvement plan for at least 1 service or program

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations and how these are applied in organisations, including:
  - discrimination
  - work health and safety
  - privacy, confidentiality and disclosure
  - access and equity
  - rights and responsibilities of clients
  - complaints
- service and industry guidelines and standards

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- principles of holistic and person-centred support, and where to access good practice information relevant to the industry sector
- benchmarking
- best practice and good practice
- quality assurance processes relevant to service type
- existing state and national quality frameworks relevant to service
- importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- vision statements, philosophical statements of organisation
- needs of clients
- impact of own attitudes to client groups on service delivery and strategies to improve own professional practice

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMGT002 Manage partnership agreements with service providers

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to establish and monitor formal agreements and partnerships with specialist support providers to meet client needs.

This unit applies to a range of leadership roles in health and community services workplaces.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Investigate partnership opportunities	1.1 Determine partnership requirements according to organisation needs analysis and strategic directions 1.2 Gather, research and analyse information on potential partners 1.3 Build relationships and rapport with potential partners
2. Negotiate partnership	2.1 Maintain partnership focus and protect client's

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ELEMENT	PERFORMANCE CRITERIA
agreement terms and conditions	interests throughout discussions and negotiations
	2.2 Clearly define roles and responsibilities of each party, including level and type of service provision
	2.3 Identify and address confidentiality and privacy issues
	2.4 Determine communication, dispute resolution, meeting, decision making and reporting processes
	2.5 Formalise and sign partnership agreement
3. Implement partnership agreement	3.1 Schedule and contribute to regular meetings with partners in accordance with role
	3.2 Consult clients at all stages of implementation and ensure rights are upheld
	3.3 Implement dispute resolution processes if required
	3.4 Ensure all reporting requirements are met in accordance with organisation procedures and partnership agreement
4. Evaluate partnership agreements	4.1 Develop criteria for evaluation of partnership
	4.2 Collect and include stakeholder feedback in the evaluation process
	4.3 Measure performance against agreed criteria
	4.4 Amend partnership agreements and re-negotiate with partner organisation where appropriate

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential *to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMGT002 Manage partnership agreements with service providers

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- established and maintained at least 1 partnership agreement for service provision
- conducted at least 1 partnership agreement evaluation

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- types and levels of partnerships and collaborations
- partnership cycles and processes
- partnership roles
- funding and accountability guidelines
- referral networks
- legal and ethical considerations relevant to partnerships and how they are applied in organisation, including:
  - privacy, confidentiality and disclosure
  - duty of care
  - human rights
  - rights and responsibilities of workers, employers, clients and service providers
- community needs and key issues for clients and/or community
- relationship between service providers

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- negotiation and influencing strategies
- conflict management principles and practices
- relationship building techniques
- information sharing benefits and risks
- intellectual property

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including partnership agreements with service providers
- modelling of industry operating conditions, including scenarios that involve forming partnerships and dealing with contingencies

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMGT003 Lead the work team

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to undertake supervisory and coordinating activities in work groups in health and community service organisations.

Workers at this level are team leaders or managers responsible for coordinating and monitoring the activities and performance of work teams and other service providers.

This unit applies to a range of leadership roles in health and community services workplaces.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Contribute to and promote effective work practices	1.1 Develop and implement plans to meet the day to day activities of the work group 1.2 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify planning problems, barriers and constraints and develop and implement strategies to address them
2. Develop and implement staffing processes	2.1 Maintain confidentiality in relation to staff processes in accordance with organisation policies and procedures
	2.2 Identify staffing and resourcing needs and develop plans to address them
	2.3 Participate in recruitment processes
	2.4 Implement effective induction and ongoing support for new and existing staff
	2.5 Provide instruction and additional support as required to promote quality worker and client outcomes
	2.6 Encourage and facilitate staff access to training and development to enable the achievement of workplace outcomes and personal goals
	2.7 Collaborate with other service providers as needed to meet service and referral needs
3. Maintain professional approach to leading work team	3.1 Reflect on own practice and pro-actively update knowledge and skills
	3.2 Align own leadership practice with the values, ethical guidelines, policies and procedures of the organisation
	3.3 Take reasonable steps to ensure that personal or social contact does not adversely affect ability to lead the team
4. Promote effective workplace relations	4.1 Implement collaborative processes and practices that promote cooperative work practices and maintain positive relationships with staff and management
	4.2 Model and promote effective communication in the workplace, including open discussion and active listening
	4.3 Identify potential and actual conflict situations and develop and implement appropriate strategies to prevent or address them
	4.4 Throughout conflict resolution processes, ensure access to appropriate support, mediation and debriefing for parties within organisation guidelines
	4.5 Resolve problems or issues which may disrupt work

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ELEMENT	PERFORMANCE CRITERIA
	unit activities
5. Evaluate plans	5.1 Meet regularly with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the organisation
	5.2 Identify areas for improvement
	5.3 Revise plans and practices to ensure continued improvement
	5.4 Document and report work outcomes in accordance with organisational procedures
6. Review individual performance	6.1 Implement and document performance management processes in accordance with role and organisation procedures
	6.2 Work collaboratively with the individual to agree on performance improvement and development plans and document in accordance with organisation policies
	6.3 Monitor and evaluate performance and provide feedback on a ongoing and regular basis
	6.4 Identify poor performance and take necessary actions in accordance with role and organisation procedures
	6.5 Monitor and coach individuals to improve performance
	6.6 Identify and provide additional support or referral when required, in accordance with role and organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential *to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMGT003 Lead the work team

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed at least 1 plan for a team or group of individuals, including:
  - effective procedures to maximise staff work performance
  - strategies for collaboration and cooperative work practices
  - strategies for work performance and outcomes
  - identification of barriers and constraints and development of strategies to address them
- facilitated at least 2 group meetings or discussions to:
  - delegate work team activities
  - develop and evaluate work goals
- identified at least 1 issue causing disruption to work team activities and:
  - facilitated at least 1 meeting or discussion with those involved
  - developed and implemented strategies to resolve issue
- reviewed the performance of and coached at least 1 individual

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- organisation mission, philosophy
- organisation structure and communication protocols
- group facilitation processes, including technique for facilitating group discussions and meetings

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- leadership styles and their application in supporting the organisation's mission, objectives and values
- coaching principles and techniques
- difference between coaching and mentoring
- performance management sources of information on best practice work techniques relevant to the industry sector
- rostering and timetabling
- sources of conflict and stress and techniques to address and manage them
- referral networks

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMGT004 Secure and manage funding

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit.

Application

This unit describes the skills and knowledge required to secure and manage funding for an organisation, program or project.

Workers may be responsible for determining the amount of funding required, identifying funding sources, developing funding proposals and managing ongoing compliance with funding agreements. This role would typically be undertaken by a senior worker or manager.

This unit applies to a range of health and community service contexts and relates to both government and non-government funding and tenders.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Identify funding requirements and context	1.1 Identify scope and purpose of funding 1.2 Calculate funding requirements, including budget, current funding arrangements and future projections 1.3 Identify potential avenues and sources of funding 1.4 Research and gather information on all potential funding avenues and sources

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	1.5 Determine if funding requirements are feasible and sustainable
2. Develop a funding submission	2.1 Determine funding source requirements
	2.2 Prepare funding submission in accordance with funding source requirements
	2.3 Determine optimum method of presenting proposal to identified funding sources
	2.4 Seek legal, taxation and regulatory advice when required and ensure submission is checked by appropriate persons to ensure it meets compliance requirements
	2.5 Establish how deliverables and outcomes will be evaluated and measured
3. Present proposal and negotiate with funding sources	3.1 Present proposal to funding sources using appropriate presentation methods and techniques
	3.2 Negotiate with funding source representatives to clarify terms and conditions of funding agreement
	3.3 Evaluate submission to identify strengths and weaknesses to inform subsequent submissions
4.Manage funding agreement	4.1 Finalise funding agreement documentation and circulate to all parties
	4.2 Establish procedures to monitor ongoing compliance and reporting requirements in accordance with funding agreement
	4.3 Maintain ongoing relations with funding source to ensure mutual satisfaction with funding arrangement
5.Evaluate funding agreement	5.1 Evaluate project outcomes against predetermined measures
	5.2 Identify lessons learned and opportunities for continuous improvement
	5.3 Identify opportunities for future funding

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	arrangements as appropriate

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMGT004 Secure and manage funding

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- identified at least 3 potential sources of funding
- determined the feasibility and sustainability of 3 sources of funding
- developed 1 funding proposals in accordance with funding source requirements

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- funding environment
- organisation funding strategy
- government tender processes
- private and corporate grants and funding
- compliance issues
- appropriate sources and avenues for funding
- types of funding, including:
  - ongoing
  - one-off
  - in kind contributions
  - co-payments
- channels where funding and grant opportunities are publicised
- funding issues and challenges
- relationship between funding and strategic direction or organisation

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- feasibility and sustainability principles
- budgets and budget pitfalls
- negotiation techniques

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including access to funding information, documentation, technology
- modelling of industry operation conditions

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMGT005 Facilitate workplace debriefing and support processes

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV510/ CHCCS505. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to monitor and support workers. This includes implementing support processes to manage stress and emotional wellbeing of self or colleagues working in varied health and community service contexts. It also involves facilitating structured debriefing sessions to colleagues following incidents with the potential to impact on health and wellbeing.

This unit applies to leadership or management roles where the individual provides peer to peer support to colleagues and refers to specialised support services in line with organisation guidelines as required.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Monitor welfare of colleagues	1.1 Monitor stress and emotional wellbeing of colleagues, and where issues arise, take appropriate action in accordance with *organisation standards* and *procedures* 1.2 Use practices that acknowledge and accept

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	differences and accurately identify diverse needs of colleagues
	1.3 Identify required professional and *personal performance standards* and use to monitor stress and emotional wellbeing
	1.4 Regularly use self assessment and *reflective behaviour* strategies to monitor performance
	1.5 Regularly seek formal and informal performance feedback and act upon it as appropriate
	1.6 Plan appropriately to identify current and potential areas of need within organisation and develop proposals to support these areas
2. Conduct structured debriefings following an incident	2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures
	2.2 Schedule debriefing as soon as possible following the incident
	2.3 Conduct debriefing in a safe environment and in a manner that facilitates open discussion
	2.4 Use appropriate *debriefing techniques* to encourage further exploration of emotions and experiences to assist in reflection on issues
	2.5 Use appropriate questioning to encourage colleagues to explore and acknowledge their concerns
	2.6 Identify *indicators of risk* to self or others and respond according to the degree and nature of the risk
	2.7 Document and report outcomes of debriefings in accordance with organisation standards and procedures
	2.8 Identify and promptly respond to colleagues needing additional support and refer in accordance with organisation guidelines

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMGT005 Facilitate workplace debriefing and support processes

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV510/ CHCCS505. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- provided ongoing support to least 2 different workers to address and monitor stress and emotional wellbeing
- facilitated at least 1 structured debriefing following an incident involving stress and identified colleagues requiring additional support and referred in accordance with organisation guidelines

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- organisation policies, procedures and resources relating to debriefing and crisis procedures
- dispute resolution policies and procedures
- legal and ethical considerations
- debriefing techniques:
  - best practice interventions
  - crisis intervention
  - structured debriefing
  - internal and external referral sources
- indicators of significant issues being experienced by the worker and ways to respond

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- impact of:
  - excessive stress
  - burn out
  - grief and loss
  - violent or threatening behaviour
- stress management
- internal and external support options and employee assistance programs
- specific limitations of work role, responsibility and professional abilities
- professional boundaries

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including workplace policies and procedures
- modelling of industry operating conditions, including group facilitation

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.

This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish respectful relationships with people with mental health issues	1.1 Communicate in a way that develops and maintains respect, hope, trust and self-direction 1.2 Work in a way that reflects and prioritises the person's right to self define and direct their own recovery 1.3 Recognise and respect the person's social, cultural and spiritual differences 1.4 Support the person to understand and exercise their

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	rights
	1.5 Maintain confidentiality and privacy of the person within organisation policy and protocols
2. Determine the needs of people with mental health issues	2.1 Gather and interpret information about the person's needs from the person and other agreed sources
	2.2 Identify and discuss with the person services and strategies that support empowerment and recovery
	2.3 Support the person to express their own identity and preferences and avoid imposing own values and attitudes
	2.4 Identify duty of care and dignity of risk considerations in collaboration with the person
3. Work with people with mental health issues to meet aspirations and needs	3.1 Provide support that facilitates progress towards the person's goals in collaboration with the person and their care network
	3.2 Work in ways that uphold the person's rights
	3.3 Adapt service delivery within organisation policies and procedures to meet the person's specific needs and requirements
	3.4 Document interactions and services according to organisation policy and procedures
	3.5 Respond promptly and supportively to people experiencing distress or crisis
	3.6 Work within the limits of own knowledge, abilities and work role and make referrals to other services as indicated by the person's needs

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language,

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literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked with at least 3 people with mental health issues in ways that support individual empowerment and recovery through:
  - use of communication techniques
  - provision and adaptation of services to meet particular needs

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) when working with people with mental health issues, and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights

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  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and individuals
  - specific mental health legislation – impact on individual workers and consequences of breaches
  - work role boundaries – responsibilities and limitations
  - work health and safety
- values and principles of the mental health sector, including:
  - recovery
  - recovery oriented practice
  - health promotion and prevention
  - holistic approach
  - empowerment/disempowerment
  - access and equity
  - early intervention
  - rights
  - social justice and inclusion
  - citizenship
- different contexts of mental health work, including:
  - historical context, changing attitudes to mental health and approaches to working with people with mental health issues
  - social context. changing societal views of mental health and approaches to working with people
  - political context, government policies and initiatives affecting the mental health sector
  - economic context, the current economic situation as it relates to and affects the mental health sector and the subsequent impact on people
- impact of own attitudes on working with people with mental health issues
- key issues facing people with mental health illnesses, including impact of prejudice and discrimination
- myths and facts about mental illness
- types of mental illness
- existing services to address a person’s needs and rights
- appropriate responses to changes in mental health, mental distress and crisis
- circumstances in which referral to a health or other professional is appropriate

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCPOL002 Develop and implement policy

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to research, develop and implement new policy initiatives.

This unit applies to workers who are directly responsible for driving new policy directives across a business unit, team or service.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Research new policy initiatives	1.1 Evaluate existing policies to determine their currency and relevance
	1.2 Evaluate current policy trends and their impact on policy development
	1.3 Complete research and consultation in accordance with organisation policies and procedures
	1.4 Facilitate open constructive discussion about policy issues and their possible resolution

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ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Draft policies	2.1 Select and use policy formats and structures suited to policy users 2.2 Draft policies that reflect the culture, values and objectives of the organisation 2.3 Clearly and logically articulate policy requirements and other information that supports policy statements 2.4 Develop plans for policy resourcing, implementation and review
3. Test draft policies	3.1 Develop and implement consultation mechanisms for draft policies 3.2 Identify policy implementation issues with key stakeholders 3.4 Modify draft policies according to outcomes of consultation 3.5 Give sufficient notice to those affected by policy changes
4. Develop policy proposals	4.1 Prepare policy materials that support implementation and facilitate stakeholder understanding and acceptance of changes 4.2 Present policy proposals to decision-makers according to organisation requirements 4.3 Seek and gain formal approval according to organisation requirements
5. Implement and review policies	5.1 Develop policy implementation plan that maximises impact of new and revised policies 5.2 Develop and use strategies that facilitate wide promotion and dissemination of policy information 5.3 Implement evaluation plan to ensure ongoing review

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	of policies
	5.4 Review policies in accordance with organisation policies and procedures
	5.5 Obtain and respond to stakeholder feedback during marketing, promotion and implementation of policies and use learning to inform further review of policies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCPOL002 Develop and implement policy

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- researched, drafted, developed and implemented at least 1 policy initiative for at least 1 business unit or organisation
- engaged in consultation with at least 3 different stakeholders, including:
  - individuals
  - groups or organisations

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical context (international, national, state/territory, local) for policy development in the sector of work:
  - codes of practice
  - duty of care
  - human rights
  - privacy, confidentiality and disclosure
  - policy frameworks
  - rights and responsibilities of workers, employers and clients
  - work health and safety

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- current industry developments and context for policy development, including funding body requirements
- policy trends at global, national, state/territory and local levels
- organisation strategic focus and philosophy within which policies are developed
- key stakeholders at local, state/territory and national level
- principles and practices of policy development and implementation:
  - research - methodologies and tools
  - consultation
    - methodologies and appropriateness for different audiences
    - types and features of documentation/information used to support consultation
    - stakeholder engagement and management
  - approval processes
  - structures and formats for policy documents
  - implementation considerations and processes
  - evaluation and review
- report writing techniques

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - organisation policies and procedures
  - organisation data
- modelling of industry operating conditions, including:
  - consultations with organisation stakeholders
  - interactions with management and decision-makers

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCPRP001 Develop and maintain networks and collaborative partnerships

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCNET301D/ CHCNET402B/ CHCNET404B/ CHCNET501C/ CHCNET503D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify networking and collaboration needs and develop formal and informal partnerships to enhance service delivery and improve professional practice.

This unit applies to work in all industry sectors, and to individuals who take pro-active responsibility for improving collaboration between workers and organisations.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify networking and collaboration needs and opportunities	1.1 Evaluate the ways in which individual and organisation performance may be improved through collaboration 1.2 Identify and prioritise organisation and individual

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ELEMENT	PERFORMANCE CRITERIA
	needs
	1.3 Identify gaps in networks and collaborative practice and identify required action to fill the gap
2. Develop collaboration strategies	2.1 Gather and review information about relevant services, organisations and key people
	2.2 Pro-actively initiate relationships with other inter and intra sectoral professionals and organisations
	2.3 Share information and resources, where possible, with other organisations to overcome duplication in service delivery
	2.4 Maintain currency and accessibility of information
	2.5 Define and document the type and level of collaboration, and negotiate with the relevant people
3. Work collaboratively	3.1 Identify opportunities that meet client, personal and organisation goals
	3.2 Plan and implement integrated projects and service delivery
	3.3 Liaise with staff from relevant organisations on a formal and informal basis
4. Represent the organisation	4.1 Promote a positive image of the organisation at available opportunities
	4.2 Communicate issues, policies and practices of the organisation in appropriate formats
	4.3 Implement confidentiality measures that protect client, organisation and network
5. Maintain and enhance networks and collaborative partnerships	5.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the organisation
	5.2 Improve and maintain networks and collaborative partnerships
	5.3 Monitor benefits to worker, organisation and client

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ELEMENT	PERFORMANCE CRITERIA
	group in ongoing participation
	5.4 Evaluate strengths and weaknesses of collaborations and make recommendations for action

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCPRP001 Develop and maintain networks and collaborative partnerships

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCNET301D/ CHCNET402B/ CHCNET404B/ CHCNET501C/ CHCNET503D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- developed strategies for networking and collaboration for at least 1 organisation
- worked collaboratively with external individuals or groups in at least 3 different service delivery situations

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for collaborative practice, including:
  - copyright and intellectual property
  - privacy, confidentiality and disclosure
- principles of networking and collaboration
- different types of networks and collaboration:
  - organisational
  - individual
  - virtual
  - formal/informal
- benefits of networking and collaboration:

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  - for clients
  - for the organisation
  - for the worker
- values, limitations and dynamics of networks and collaborative partnerships
- industry structure and interrelationships between different organisations, both public and private
- established networks in relevant area of work:
  - structure
  - key stakeholders
  - vision and purpose
  - opportunities for participation

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including information relating to peak bodies, network groups and web based network services
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCPRP003 Reflect on and improve own professional practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Reflect on own practice	1.1 Undertake self-evaluation in conjunction with supervisors and/or peers 1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice 1.3 Share two-way, open and evaluative feedback with co-workers or peers 1.4 Actively seek and reflect on feedback from clients,

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ELEMENT	PERFORMANCE CRITERIA
	organisations or other relevant sources
2. Enhance own practice	2.1 Determine improvements needed based on own evaluation and feedback from others 2.2 Identify potential support networks both internal and external to the organisation 2.3 Seek specialist advice or further training where need is identified 2.4 Recognise requirements for self-care and identify requirements for additional support 2.5 Devise, document and implement a self development plan that sets realistic goals and targets
3. Facilitate ongoing professional development	3.1 Access and review information on current and emerging industry developments and use these to improve practice 3.2 Assess and confirm own practice against ethical and legal requirements and opportunities 3.3 Identify and engage with opportunities to extend and expand own expertise 3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCPRP003 Reflect on and improve own professional practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken a structured process to reflect on and improve own practice and created 1 personal development plan that includes:
  - goals
  - timeframes
  - ways of measuring progress

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for reviewing and improving own practice, including:
  - codes of practice
  - duty of care
  - rights and responsibilities of workers and employers
  - work role boundaries – responsibilities and limitations
- models and processes of professional reflection
- professional development opportunities, including:
  - industry networking
  - professional associations
  - training requirements and options

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    - informal and formal ways of learning and developing
- principles and techniques for:
    - creating a personal development plan
    - personal goal setting
    - setting realistic timeframes
    - measuring progress and performance
- types of work methods and practices which can improve performance
- learning styles and how they relate to different individuals

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCPRT002 Support the rights and safety of children and young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to address duty of care requirements, working within an ethical framework and applying relevant legislation, codes of conduct, international agreements (such as the Convention on the Rights of the Child), policies and procedures in identifying, responding and supporting children's and young people's rights and safety.

This unit applies to workers involved in delivering services to children and young people in a wide range of community services and work contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement work practices which support the protection of children and young people	1.1 Comply with lawful instructions, regulations, duty of care and boundaries of practice in all work activities 1.2 Routinely employ child-focused work practices to uphold the rights of children and young people to participate in decision-making where it is age appropriate 1.3 Use communication and information-gathering techniques with children and young people in accordance with current recognised good practice 1.4 Ensure decisions, responses and actions taken are appropriate and within own work role, legislative requirements and organisation procedures 1.5 Continually update own knowledge and skills as required to work effectively and participate in practice supervision processes 1.6 Maintain confidentiality as appropriate
2. Identify indicators of abuse and act appropriately	2.1 Identify children and young people at risk of harm by routinely implementing child protection procedures when appropriate 2.2 Respond to disclosure in accordance with accepted standards, techniques and legislative obligations 2.3 Gather and record information about the child's or young person's behaviour and identify uncharacteristic behaviour 2.4 Monitor the circumstances of children who are identified as highly vulnerable to abuse 2.5 Promptly report risk of harm indicators in accordance with statutory and organisation procedures 2.6 Work collaboratively with relevant agencies to ensure maximum effectiveness of report
3. Apply ethical practices and safeguard the rights and interests of children and young people	3.1 Identify and seek supervisor support for issues of ethical concern in practice with children and young people 3.2 Develop ethical practices for implementing professional boundaries consistent with child protection legislation in relevant jurisdiction 3.3 Recognise indicators for potential ethical concerns when working with children and young people

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.4 Report unethical behaviour according to organisational procedures and policies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Learning - in order to review and plan updates of own skills

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCPRT002 Support the rights and safety of children and young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
  - complying with regulations, legislations and duty of care responsibilities
  - employing child-focused work practices to uphold the rights of children and young people
  - maintaining confidentiality
  - providing appropriate responses in the protection of children and young people
- used appropriate communication strategies to gather information from children and young people
- identified and responded to indicators of children or young people at risk of harm and abuse on at least three separate occasions, including:
  - gathering and recording information about the child or young person
  - identifying uncharacteristic behaviour of child or young person

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    - monitoring the circumstances of children identified as highly vulnerable
- reported risk-of-harm indicators
- sought support from supervisor for issues of ethical concern.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- child- and young person-focused practices
- child protection system, including polices and protocols
- common legal issues when working with children and young people
- risk-of-harm indicators
- organisation guidelines and policies and accepted standards for responding to risks of harm to children and young people
- overview of relevant aspects of the legal system
- organisation standards, policies and procedures
- communication techniques to engage and interact with young people.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCVOL001 Be an effective volunteer

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Minimum work requirement of 20 hours Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to work effectively as a volunteer in a variety of capacities and contexts.

This unit applies to a range of sectors.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element.*
1. Prepare for volunteer work	1.1 Identify the rights and responsibilities of the organisation and apply to work 1.2 Identify the rights and responsibilities of the volunteer and apply to work 1.3 Identify relevant policies and procedures and apply to work 1.4 Identify the organisation’s structure, lines of

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element.*
	communication and authority and boundaries of work roles that apply to own work
	1.5 Participate in required background checks in accordance with organisation and legislative requirements
2. Work as a volunteer	2.1 Manage and organise own time and work tasks
	2.2 Work as part of a team to meet organisation needs
	2.3 Maintain appropriate communication networks, processes and relationships between paid and unpaid staff in relation to volunteer work
	2.4 Identify and access available support structures as required
	2.5 Respond to problems and contingencies related to the workplace in accordance with role
3. Check and complete work in consultation with supervisor	3.1 Seek and receive feedback on own performance
	3.2 Request advice, assistance, clarification and further information as required
	3.3 Report any issues and/or unresolved problems to supervisor
	3.4 Complete relevant reports or workplace documentation as required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCVOL001 Be an effective volunteer

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Minimum work requirement of 20 hours Significant changes to knowledge evidence

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- volunteered as part of a team with paid and/or unpaid staff for a period of at least 20 hours in an organisation with a structured volunteer program

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for volunteer work and how these are applied in organisations, including:
  - rights and responsibilities of volunteer, colleagues, organisation and customers and/or consumers
  - privacy, confidentiality and disclosure
  - mandatory reporting
- volunteering as a choice and as being based on reciprocity
- how personal values and attitudes may impact on work as a volunteer
- the need for relevant background checks to be undertaken by the organisation
- mandatory training requirements
- organisation expectations of volunteers

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- valuing self as a volunteer
- personal motivations for volunteering
- personal expectations to be gained from volunteer work
- the volunteering sector including the nature of volunteer work, the importance of volunteer work to the community and principles of volunteering
- organisation structure, processes, policies and procedures
- *Universal declaration on volunteering* and current national volunteering codes and standards

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCVOL003 Recruit, induct and support volunteers

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to recruit, orientate, develop and support volunteer workers in an agency, service or program. Workers at this level will be responsible for the ongoing coordination and supervision of volunteers who may be working in a range of contexts.

This unit applies to a range of sectors.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and develop a volunteer recruitment program	1.1 Develop and implement processes and procedures to support the identification of volunteer roles 1.2 Apply models of volunteering to develop volunteering roles within the organisation 1.3 Plan and develop recruitment, selection and induction policies and procedure

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Select and induct volunteers	2.1 Develop appropriate advertising strategies ensuing compliance with organisation policy and legal requirements 2.2 Undertake appropriate screening, interviewing and selection processes 2.3 Develop and implement volunteer induction program
3. Develop and implement volunteer support systems	3.1 Develop and implement training appropriate for volunteer roles 3.2 Establish and maintain regular communication with volunteers 3.3 Regularly review roles and performance and provide feedback to the volunteer 3.4 Review recruitment, induction and support systems and identify areas for continuous improvement

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCVOL003 Recruit, induct and support volunteers

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- planned and implemented all aspects of the recruitment of 2 volunteers
- developed and implemented 1 induction program for volunteers, that included:
  - organisation purpose and services
  - role of volunteers in the organisation
  - insurance
  - rights & responsibilities of all parties including work health and safety (WHS)
  - organisation structure and lines of communication and authority
  - expenses and reimbursements processes
  - relevant policies and procedures and codes of conduct
- conducted a performance review for 1 volunteer

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies relating to the employment of unpaid workers
- rights and responsibilities of both organisation and volunteer
- implications of differences in attitudes and values in working in the organisation

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- *Universal declaration on volunteering* and current national volunteering codes and standards
- definitions of volunteering
- paid versus unpaid role responsibilities and the delineation of these roles
- structure of volunteer sector including support and recruitment agencies
- role of government and government bodies in volunteering
- motivations of volunteers, what can de-motivate volunteers and how volunteer motivation changes over time
- different models of volunteering taken from an organisation perspective, including the involvement of volunteers as service providers, fundraisers, corporate volunteering, activist and in community development
- range of diverse sectors and roles where volunteers are involved
- screening processes, including police checks, interviews, application forms, referee checks and meetings
- current trends and issues in volunteering
- engagement strategies for volunteering
- performance appraisal methods and techniques
- recognition and rewards for volunteers

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCVOL004 Manage volunteer workforce development

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit

Application

This unit describes the skills and knowledge required to develop and support volunteer programs and volunteer workforce in an organisation or agency. Workers at this level will be responsible for coordinating and overseeing volunteer programs across a range of contexts.

This unit applies to a range of sectors.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review and develop volunteer program policies and systems	1.1 Research volunteering trends impacting volunteer involvement 1.2 Develop strategies for the inclusion of volunteering into key organisation policies and strategies 1.3 Develop strategies for the implementation and review of volunteer programs systems and processes in line with current national volunteering standards and/or organisation requirements
2. Develop a volunteer	2.1 Review volunteer positions and measure their

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
workforce plan	contribution to the organisation and service provision
	2.2 Identify and develop potential growth areas of volunteer involvement opportunities
	2.3 Develop a demographic profile of the volunteer workforce
	2.4 Analyse and respond to volunteer motivation and satisfaction
	2.5 Implement a volunteer training needs analysis to identify training opportunities
3. Develop strategies to enhance the volunteer workforce	3.1 Apply findings regarding volunteer motivation and satisfaction to volunteer retention strategies
	3.2 Implement appropriate strategies to recognise and/or reward volunteers
	3.3 Identify volunteer recruitment opportunities
	3.4 Develop training opportunities for volunteers
	3.5 Develop and implement additional volunteer retention strategies
4. Implement opportunities for volunteer management team development	4.1 Identify and implement professional development opportunities for volunteer managers (paid and/or unpaid) within the organisation
	4.2 Review the success of volunteer management development strategies and identify opportunities for continuous improvement

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCVOL004 Manage volunteer workforce development

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- developed 1 volunteer workforce development plan

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- *Universal declaration on volunteering* and current national volunteering codes and standards
- organisation standards, codes, policies, procedures and processes
- relevant state and national legislation, and public policies relating to the engagement of unpaid workers
- differentiation between paid and unpaid workers roles
- impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker
- implications of differences in attitudes and values towards volunteers from management and staff
- trends and characteristics impacting volunteer involvement
- volunteer motivations and how these will change through involvement with a volunteer role or organisation, e.g. ‘honeymoon’ period, 6-12 months, 12 months plus
- recognition strategies for volunteers, including events, certificates, training, reimbursements, badges, rewards and increased responsibilities

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to communicate effectively with young people (aged 12 to 25 years) in work roles with a specific focus on young people.

This unit applies to work undertaken in work roles where the young person is the primary client.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Communicate effectively	1.1 Listen to the young person to gain understanding

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
with young people	of their experiences
	1.2 Foster communication exchanges that support the development of trust and rapport
	1.3 Process information about the young person's situation from their perspective
	1.4 Use a range of appropriate communication strategies to engage with young people
	1.5 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
	1.6 Maintain young person's confidentiality in the context that the young person is the primary stakeholder
2. Reflect understanding of youth cultures and subcultures and young person's own development	2.1 Consider youth culture and subcultures of the young person in all actions and decisions
	2.2 Consider the young person's individual development in all actions and decisions
	2.3 Evaluate issues in relation to young person's culture and modify approaches appropriately
	2.4 Select activities and resources to promote awareness, respect the young person and value diversity
	2.5 Establish guidelines that are relevant to the culture and background of the young person
	2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work
3. Work with the young person as the focus	3.1 Apply youth-centred practices when working with young people
	3.2 Respect the rights, needs and responsibilities of the young person
	3.3 Explain worker rights and responsibilities to the young person as necessary
	3.4 Establish a professional relationship and boundary expectations with the client

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.5 Identify and manage power inequities in the professional relationship
	3.6 Apply principles of ethical decision-making in working with young people
4. Reflect on own practice and values	4.1 Identify opportunities to reflect on own interactions and practices with young people
	4.2 Recognise areas where own biases, background and opinions may have impacted on work with the young person
	4.3 Seek opportunities to address any concerns or areas for development

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Oral communication – in order to engage and establish collaborative, professional relationships with young people.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Context for youth work	• centre-based work

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must include one or more of the following:	• drop-in centres, recreational facilities • housing and residential services • outreach and home visits, street, parks • schools • online youth work, web-based, emails, discussion rooms • telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCYTH001 Engage respectfully with young people

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- applied youth-centred practices when working with young people, including:
  - using interpersonal skills to engage with at least three young people
  - applying engagement skills with young people with diverse range of presenting issues and experiences
  - applying principles of ethical decision-making to ethical dilemmas when the young person is the primary client
  - establishing and maintaining a professional relationship with at least one group of young people.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the

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task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- current issues facing young people and existing services to address their needs and rights
- different world views and the interrelationship of society, culture and the young person
- diversity in all forms – across cultural, sexuality, ability, socioeconomic and geographic spheres, and the experiences of migrants, refugees and asylum seekers
- own cultural values, cultural lens and ethnocentrism
- own work role within the context of the youth sector
- access and equity principles
- principles of ethical decision-making
- statutory frameworks in which the work role functions
- the impact of judgement-making skills in working with young people
- youth-centred practices with focus on the young person as the primary stakeholder
- youth cultures, social, political and economic and professional frameworks.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCYTH004 Respond to critical situations

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to maintain safety through effective response to potential or actual critical situations.

This unit applies to staff working in specialist services and in residential work sites or in the community.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement risk-minimisation	1.1 Establish framework for dealing with potential crisis

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
strategies	situations
	1.2 Undertake timely risk assessment of potential crisis situation, with due consideration for the safety of young people and others
	1.3 Identify, assess and implement a variety of possible strategies to minimise risk in accordance with organisational procedures
	1.4 Recognise the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment
	1.5 Seek and provide information on potential responses to the appropriate team members for action and support
	1.6 Request assistance clearly and promptly
2. Maintain a safe environment for young people	2.1 Identify and routinely implement organisation's policies, procedures and practices designed to maximise physical and emotional safety of young person
	2.2 Maintain healthy and safe environment to minimise potential for harm
	2.3 Ensure all legislative and ethical requirements are met by self and those who supervise
3. Prevent escalation of violent behaviour	3.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour is minimised
	3.2 Develop plan of care outlining ways to prevent, and respond to clients' expressions of violence against self or others, communicate it to relevant personnel and implement the plan
	3.3 Anticipate potential causes of conflict and harmful behaviour and respond in a manner that promotes calm and reassurance, to prevent escalation
	3.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations
	3.5 Make appropriate judgements relating to physical

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	restraint, based on balance of risk and safety of all
	3.6 Provide assistance as necessary and appropriate to the situation
	3.7 Complete relevant documentation, as required
4. Secure the safety of clients	4.1 Use calm, confident and assertive communication to establish positive personal interaction and exchange information
	4.2 Provide information designed to promote positive decision-making based on the relationship between actions and consequences
	4.3 Present information to all relevant individuals in a clear, accurate and comprehensive manner
	4.4 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved
	4.5 In responses and emergency action, give priority to the protection of individuals from severe harm
	4.6 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control
	4.7 Complete all necessary documentation in an accurate and timely manner

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Oral communication – in order to provide calm, confident and assertive communication during high stress or crisis situations.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCYTH004 Respond to critical situations

Modification History

Release	Comments
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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- established a framework for dealing with potential crisis situations which covers:
  - identifying and assessing risks to client safety and welfare
  - understanding and anticipating possible causes of conflicts
  - identifying and implementing risk-minimisation strategies
  - providing information on possible responses to team members
  - stating when to request assistance of others
  - detailing types of assistance appropriate to various situations
  - identifying equipment available to support response to potential crisis situations
- maintained a safe and healthy environment to minimise the risk of crisis situations
- used effective communication skills and techniques in all communications with client, appropriate to the situation
- documented actions taken according to organisational procedures and policies, clearly and accurately.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- team roles and responsibilities and reporting requirements
- responsibilities of child protection reporting and duty of care
- understanding how critical incidents and risks arise both generally and in particular situations
- common mental health issues in young people
- principles of effective communication for counselling, risk-assessment, negotiation, mediation and information management
- code of conduct
- organisation's policies, guidelines and procedures and emergency protocols.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCYTH005 Develop and implement procedures to enable young people to address their needs

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to monitor and upgrade organisation approaches to young people with complex needs.

This unit applies to community services work in a range of contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Develop support	1.1 Assess specific needs of the young person and match to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
programs for young people	an existing program 1.2 Employ appropriate communication techniques to engage young person and to address specific needs 1.3 Consult relevant community organisations to identify available support programs that meet specific needs of clients 1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs 1.5 Provide relevant information to client as appropriate
2. Ensure that young people with complex needs receive appropriate services	2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed 2.2 Define and implement appropriate procedures to minimise effects of any aggressive or abusive behaviour of clients 2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways
3. Liaise with other services and organisations	3.1 Design and implement appropriate referral systems and procedures to ensure specific needs of clients can be addressed 3.2 Identify and access support facilities required to optimise client access to specialist services 3.3 Ensure support and advocacy services provided reflect organisation procedures, respect the young person’s rights and are appropriate to cultural and other individual circumstances 3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery
4. Monitor and upgrade support provided by the organisation	4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness 4.2 Periodically review assessment, support and referral

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	systems used within the agency
	4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery
	4.4 Identify problems experienced by workers, assess appropriate adjustments to service delivery and negotiate with relevant staff
	4.5 Provide support and supervision to other workers as required in accordance with organisation procedures
	4.6 Arrange regular debriefings with associated organisations and service providers
	4.7 Produce and provide reports in accordance with organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Reading – in order to analyse and review service policies and procedures in line with applicable legislative and regulatory requirements relevant to the service.
- Writing - in order to produce reports according to organisation procedures and policies.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCYTH005 Develop and implement procedures to enable young people to address their needs

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- assessed specific needs of at least one young person and identified existing programs/services that addressed these needs, as well as consulted relevant personnel and organisations to identify further or alternative support programs that could assist
- developed and implemented procedures to keep young people safe, including:
  - addressing any signs of abuse
  - establishing protocols of behaviours
  - monitoring at-risk behaviour patterns
  - establishing quick response actions to counter aggressive behaviour
- developed and implemented procedures relating to services offered by the organisation, including:
  - support facilities
  - particular types of support and information

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  - referral advice
- reviewed the relevance and effectiveness of information and service provision to clients, and assessment, support and referral systems, including:
  - holding regular debriefings with associated organisations and service providers
  - debriefing and supporting other youth workers, including identifying training needs
  - producing reports and recording relevant information about clients and programs according to organisation procedures and policies, ensuring accurate and complete information is included.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- legal and organisational policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment and enabling processes in advocacy
- short-term counselling strategies
- different forms of abuse and their indicators and response processes
- a broad range of specialist and generic services and agencies
- family support and mediation
- youth-specific consultation and engagement principles for seeking feedback on service provision
- reflective and evaluative processes in youth work practice
- key aspects of human rights declarations and UN Convention on the Rights of the Child
- organisation’s policies, guidelines and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources

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of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCYTH009 Support youth programs

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups.

This unit applies to community services work in a range of contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify the program required	1.1 Collect evidence to determine the need for a particular program

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Identify and review a range of possible programs to meet the defined needs
	1.3 Select a program type based on client needs, organisational criteria and availability of resources
2. Prepare program plan	2.1 Undertake appropriate strategic planning activities to ensure client needs are met
	2.2 Plan activities in consultation with key clients and stakeholders
	2.3 Determine operational arrangements for conducting the program and assess their feasibility
	2.4 Ensure planning activities reflect accepted good practice in working with young people
	2.5 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies
	2.6 Identify appropriate implementation and evaluation strategies in the program plan in consultation with stakeholders
3. Deliver program	3.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements
	3.2 Provide participants with access to a range of activities suited to their needs and interests
	3.3 Implement contingency plans and adapt program to changing needs of participants as required
	3.4 Ensure problems in program delivery are addressed promptly
4. Monitor and evaluate program	4.1 Use appropriate evaluation strategies during and after program and for revision and development
	4.2 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders
	4.3 Prepare and present reports as required by

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	organisational, funding and other requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Reading – in order to collect and analyse evidence to inform program requirements.
- Writing – in order to prepare reports in line with workplace policies and procedures.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Context for youth work must include one or more of the following:	• centre-based work • drop-in centres, recreational facilities • housing and residential services • outreach and home visits, street, parks • schools • online youth work, web-based, emails, discussion rooms • telephone contact

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCYTH009 Support youth programs

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- collected, analysed and reviewed relevant evidence and a range of programs to determine the need for a specific program
- prepared at least one program plan, including:
  - outlining activities and actions
  - determining operational arrangements for calculating costs, space and resources
  - assessing feasibility
  - developing implementation and evaluation strategies
- supported the implementation of at least one program in a variety of contexts, adapting program to the changing needs of participants and evaluating outcomes, including:
  - using evaluation techniques and reporting outcomes to clients and stakeholders in an accessible format.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- target groups relevant to the worker and the program
- a range of relevant youth activities and programs
- legal and safety requirements as they relate to activities and programs
- techniques of evaluation
- relevant funding sources
- organisational standards, policies and procedures
- techniques for writing complete and accurate reports.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCYTH012 Manage service response to young people in crisis

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to develop an agency approach to young people in crisis.

This unit applies to community services work in a range of contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement a framework for preventing crisis situations	1.1 Develop a framework to address prevention and response to critical situations, and which reflects consideration of beliefs, rights and needs of client and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	responsibilities of organisation within a legislative and statutory context
	1.2 Establish appropriate resources and mechanisms to assist workers to deal with crisis situations
	1.3 Define details of organisation's responsiveness to crisis situations and articulate to relevant personnel
	1.4 Store and maintain all information related to crisis situations to maximise accessibility, accuracy, currency and legibility
	1.5 Implement procedures to ensure clients have ready access to information that may help to resolve crisis situations
2. Support staff in responding to a crisis	2.1 Establish appropriate protocols for managing potential and actual crisis situations
	2.2 Draft and regularly update procedures for the management of crises and communicate to staff and other relevant personnel
	2.3 Ensure any crisis management procedures developed are consistent with legal and organisational obligations and constraints
	2.4 Allocate resources for prompt and effective response to crisis situations
	2.5 Provide appropriate crisis response training and update briefings to workers on a regular basis
	2.6 Formulate appropriate advice for upgrade of organisation procedures including those related to workplace health and safety (WHS) and other industrial and legislative requirements
3. Follow-up crisis situations	3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures
	3.2 Define debriefing procedures and implement routinely

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.3 Provide opportunity for participation in review and evaluation of organisation responsiveness
	3.4 Identify needs of all specific parties which arise from a crisis situation and develop strategies to ensure they are addressed

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Writing – in order to develop policies, procedures and reports in line with workplace guidelines.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCYTH012 Manage service response to young people in crisis

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented a framework to prevent and respond to crisis situations by:
  - defining circumstances contributing to a crisis situation
  - analysing the legal and statutory requirements
  - identifying and obtaining resources to respond to crisis situations
  - providing information to clients and staff about the organisation's policies and procedures for dealing with crisis situation
  - supporting staff in responding to crises by providing training and briefings
- followed-up on crisis situations by:
  - maintaining documentation as required, including effective use of relevant information technology in line with WHS guidelines
  - effectively communicating with staff, including implementing mediation and negotiation, and conflict resolution/management
  - providing feedback to staff members.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- legal and organisational policies relating to safety within the work environment
- relevant specialist support services and resources
- possible factors which contribute to young people entering crisis situations
- methods of crisis intervention including mediation and negotiation
- characteristics of aggressive and abusive behaviour
- methods of promoting less aggressive/abusive behaviour
- other support agencies and the relevant specialist resources they offer
- possible factors which contribute to young people entering crisis situations
- potential repercussions of inappropriate intervention of worker behaviour.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCYTH301E Work effectively with young people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range

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Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a professional rapport with young people	1.1 Conduct interactions with young people in a fair, just, humane and positive manner 1.2 Use communication strategies with individuals for effective interaction and problem solving 1.3 In all work demonstrate a consistent commitment to young people
2. Address issues associated with the culture of young people	2.1 In all actions and decisions, take into account the culture of the young person 2.2 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 2.3 Evaluate issues in relation to young person's culture, family background and interest and modify approach appropriately 2.4 Select activities and resources to promote cross cultural awareness 2.5 Establish guidelines that are relevant to the culture and background of the young person
3. Recognise that youth culture is distinct	3.1 In all interventions, take account of youth culture the young person identifies with 3.2 Select activities and interventions to fit both individual and/or group needs of particular young people 3.3 Assist young people to negotiate positive outcomes within a political framework 3.4 In all interventions, take account of their economic impact on young people 3.5 In all work demonstrate a commitment to addressing any economic disadvantages young people experience

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ELEMENT **PERFORMANCE CRITERIA**

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Current issues facing young people and existing services to address their needs and rights
- Interrelationship of society, culture, the family and the young person
- Organisation role within the context of the youth sector
- Own work role within the context of the youth sector
- Political and economic context as listed in the Range Statement
- Principles and practices of community support
- Principles of access and equity
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Statutory framework in which the work takes place
- Youth cultures social, political and economic frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prepare reports such that the information and the way it is organised is appropriate to its purpose and audience

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - advocacy
  - communication
  - empathy
  - interpersonal communication with young people and other stakeholders
  - working as part of a team or as a sole worker
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the organisation and individual context within which work takes place
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment

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EVIDENCE GUIDE

	• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • a workplace or an accurately simulated environment where assessment may take place
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Historical, social, political economic context includes:	• Changing social context of work: e.g. changing government and societal views of young people and approaches to working with them • Economic context e.g. the current economic situation as it relates to and affects young people and the subsequent impact on client needs • Historical context of work e.g. changing attitudes to young people; changing approaches to working with young people • Political context e.g. government policies and initiatives affecting youth work • Statutory framework within which work takes place in the sector
Stakeholders and representatives may include:	• Families and care givers • Friends, peers and target groups • Government representatives and service providers • Local community and community and religious organisations • Organisation management, colleagues, supervisor, team members • Peak bodies and networks in youth work • Specialists/experts • Young people • Youth organisations
Different models of work in the sector may include:	• A client-centred approach • Case management • Community development and education • Working with families

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RANGE STATEMENT

A commitment to access and equity may be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, developmental, religious, economic and social

Unit Sector(s)

Not Applicable

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CUFIND401A Provide services on a freelance basis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate as a freelancer within the creative arts industry. Success as a freelancer requires a high level of self-motivation and discipline, an ability to develop industry networks and an entrepreneurial attitude when pursuing work opportunities. Freelancers are usually responsible for negotiating their own contracts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Any person who offers their services on a freelance basis applies the skills and knowledge described in this unit. Generally speaking, people move into freelance work after consolidating their skills as employees.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Promote yourself to potential employers	1. Establish, follow up and regularly maintain business contacts within industry 2. Participate in relevant ***networks*** to support your freelance activity 3. Identify and follow appropriate ***strategies*** to enhance your professional reputation 4. Maximise your reputation by circulating current and succinct ***information*** about your experience 5. Join and maintain regular contact with relevant ***employment networks*** 6. Advertise your services in relevant media outlets as required 7. Produce and distribute promotional material as required

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ELEMENT	PERFORMANCE CRITERIA
Negotiate work arrangements	8. Establish clear performance outcomes for jobs and agree on fees, schedules and expenses 9. Ensure that contracts contain payment terms and conditions that provide a viable cash flow 10. Ensure that contracts contain a clear statement of the obligations of all parties and a process for varying terms and conditions 11. Ensure that the terms of contracts match agreements and securely store written copies of final signed contracts for reference during the course of jobs 12. Negotiate variations to contracts as required 13. Seek specialist advice in the development of contracts where appropriate 14. Be willing to adapt to the demands of others, but without compromising your personal work ethic and reputation 15. Be prepared to reject work offers that do not provide sufficient financial remuneration or job satisfaction
Manage financial and business aspects of freelance work	16. Seek advice on and determine the most appropriate way of operating as a freelancer 17. Set up and use effective systems for managing budgets, finance and paperwork 18. Establish and maintain effective ***support services*** 19. Establish a realistic fee structure that takes into account all ***factors*** associated with your freelance activity 20. Plan ahead to organise and maintain a viable work and cash flow 21. Send invoices in line with payment terms and conditions and follow up any non-payment of invoices promptly and in a businesslike manner 22. Keep simple but accurate and up-to-date accounts and ***records*** 23. Submit annual tax returns, using the services of an accountant as required 24. Comply with ***regulatory***, ***taxation and insurance requirements*** relevant to freelance activities
Undertake strategic planning	25. Identify and implement strategies that help identify work opportunities at an early stage 26. Seek constructive feedback from ***relevant people*** about your performance and evaluate feedback to identify personal development needs

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ELEMENT	PERFORMANCE CRITERIA
	27. Identify opportunities for ongoing professional development and take appropriate action to ensure that your skills and knowledge keep pace with industry developments 28. Identify and act on opportunities to expand your client base, either alone or in partnership with other freelancers 29. Regularly revisit, review and set realistic ***objectives*** 30. Continually monitor and analyse work options against quality of life, and artistic and commercial outcomes 31. Identify risk factors and take action to minimise risk when planning work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication literacy skills sufficient to:
  - establish and maintain industry networks
  - write resume's and other promotional material for potential employers
  - clarify work requirements
  - negotiate with clients or employers to achieve mutually acceptable outcomes
  - present confidently in a job interview situation
  - seek and act on feedback from others
- problem-solving skills sufficient to factor in a range of costs when establishing fee structures
- planning and organising skills sufficient to:
  - plan work to maximise cash flow
  - prepare and circulate self-promotional material to potential clients or employers
  - establish and maintain personal financial and work record-keeping systems
  - plan for contingencies
  - develop personal budgets and monitor income and expenditure against budgets
- initiative and enterprise in the context of:
  - being proactive in identifying and following through on work opportunities
  - developing a strategic approach to maximising return from freelance activity

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REQUIRED SKILLS AND KNOWLEDGE

• balancing work and personal commitments
• self-management skills sufficient to:
  • prioritise work tasks
  • complete work according to contract terms and conditions
  • make decisions within level of own responsibility
  • seek expert assistance when problems arise
• learning skills sufficient to:
  • keep breast of industry developments relevant to own area of work
  • participate in professional development activities
• technical skills sufficient to:
  • use the internet as a source of information
  • use standard word processing, spreadsheet and database applications

Required knowledge

• well-developed understanding of the relevant industry sector, including:
  • profile of major employers
  • industry networks
  • issues and challenges that arise in seeking freelance work
  • industry codes of practice
  • licensing requirements
• sources of information about regulatory, taxation, insurance and OHS requirements in relation to offering services as a freelancer
• typical formats for presenting resumés

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation of resume's and other material to promote oneself to potential clients or employers • ability to: • negotiate work contracts

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EVIDENCE GUIDE	
	• develop and maintain industry contacts • participate in industry networks • develop and maintain an effective financial record-keeping system • develop work plans that take account of the need for adequate cash flow.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current industry information and networks • access to office equipment and resources • access to examples of work contracts • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • observation of the candidate negotiating a work contract or being interviewed for a job • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies to assess ability to undertake strategic planning when developing freelance work opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND402A Develop screen and media specialist expertise • BSBREL401A Establish networks.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Networks may include	• chambers of commerce • community organisations • industry professional associations • lobby groups • unions.
Strategies may include:	• developing a personal website to showcase your achievements and to promote your services • entering competitions • offering your services to educational institutions as a guest tutor or lecturer • seeking industry awards.
Information may include:	• achievements • availability • awards • client list • contact details • past work • portfolio of work • rates • referees • show reels • skills • testimonials • URL of personal website.
Employment networks may include:	• agents • Centrelink • industry professional associations • online employment agencies • unions.
Support services may include:	• accountants • couriers

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RANGE STATEMENT	
	• design services • equipment repair and maintenance services • film laboratories • financial planners • government agencies • printers • tax consultants.

Factors may include:	• advertising and promotional costs
	• equipment costs such as:
	  • purchase of new equipment
	  • maintenance
	  • hire and leasing arrangements
	  • insurance
	• materials
	• overheads, e.g.:
	  • telephone
	  • rent
	  • superannuation
	• workers' compensation
	• rates recommended by industry bodies
	• travel time and car expenses
	• any other work-related expenses.

Records may include:	• computer-based:
	  • spreadsheets
	  • accounting software applications, e.g. MYOB and Quicken
	  • databases
	  • project management software applications
	• filing system for receipts and invoices
	• manual:
	  • financial ledgers and journals
	  • petty cash records
	  • invoices
	  • receipts.

Regulatory, ***taxation and insurance requirements*** may include:	• insurance:
	  • third-party insurance on motor vehicles
	  • workers' compensation
	  • comprehensive insurance for vehicles,

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RANGE STATEMENT	
	property or equipment • public liability insurance • professional indemnity insurance • other insurance cover as required by state or federal legislation, or contractual obligations • regulation: • OHS legislation • business registrations and licences • planning and other permissions • environmental legislation • duty of care • equal employment opportunity and anti-discrimination legislation • anti-competition regulations • taxation: • tax file number • ABN • GST registration • BAS and GST returns • PAYG and withholding arrangements • other taxation obligations.
Relevant people may include:	• clients • colleagues • employers • mentors • officers at employment agencies.
Objectives may relate to:	• business and financial targets • job satisfaction • performance and progress • quality of life • training needs • use of time and other resources in achieving objectives.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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FNSACC502 Prepare tax documentation for individuals

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to prepare non-complex income tax returns for individuals in accordance with statutory requirements, and encompasses gathering and verifying data, calculating taxable income and reviewing compliance requirements.

It applies to individuals who use systematic approaches and follow specific guidelines to ensure compliance requirements are met.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. This unit is designed to meet educational requirements of the Tax Practitioner Board (TPB). Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

Unit Sector

Accounting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather client data and verify client, organisational and legislative requirements	1.1 Determine client's tax documentation preparation requirements 1.2 Conduct research to identify updates or additions to compliance requirements relevant to client circumstances, and establish recording and reporting requirements 1.3 Gather current data from appropriate sources, and identify assessable income and allowable deductions

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Complete and record amounts in accordance with organisational and legislative requirements 1.5 Identify discrepancies or any unusual features and conduct research to resolve, or refer to appropriate authority 1.6 Identify accrued or prepaid income and expenditure, and record adjustments to value of assets and liabilities
2. Identify, record and present client's tax documentation	2.1 Calculate client's tax obligations, in accordance with legislative requirements and information gathering practices 2.2 Prepare relevant documentation within established timelines 2.3 Seek advice and guidance from specialist to evaluate and moderate decision processes 2.4 Discuss and confirm documentation with client to obtain client signature, authorisation and endorsement, ensuring legislative requirements are met
3. Lodge tax documentation	3.1 Submit relevant documentation to Australian Taxation Office (ATO) within established timelines 3.2 Advise client of current tax obligations and that advice from taxation authorities is to be followed 3.3 Respond to tax office enquiries and meet taxation audit requirements, when applicable, in timely manner

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 1.5, 1.6, 2.2	• Researches and analyses financial information and data from a range of sources to identify key aspects relevant to requirements
Writing	1.4, 1.6, 2.2, 2.3, 3.2, 3.3	• Accurately records information and completes forms using correct spelling, grammar, terminology and conventions • Uses clear language and concepts appropriate for the audience to convey and clarify explicit information and requirements in written documentation

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Oral Communication	2.3, 2.4, 3.2	• Participates in verbal exchanges using active listening and questioning techniques to clarify information and confirm understandings
Numeracy	1.3-1.6, 2.1, 3.3	• Analyses financial data and performs mathematical calculations to complete requirements of non-complex lodgement documentation
Navigate the world of work	1.4, 2.1-2.4, 3.1-3.3	• Recognises and follows relevant legislative and regulatory requirements and organisational policy and procedures to meet expectations of clients and those associated with own role
Interact with others	2.3, 2.4, 3.2-3.3	• Selects and uses appropriate conventions and protocols when communicating with clients, colleagues and others to seek or provide information
Get the work done	1.3-1.4, 2.1-2.4, 3.1-3.3	• Plans, organises, schedules and implements tasks according to organisational and legislative requirements, taking responsibility for compliance and client needs • Makes critical and non-critical decisions in relatively complex situations, taking relevant client and legislative requirements into consideration • Identifies and responds to problems by systematically analysing relevant information, generating and evaluating options, and selecting the most appropriate option • Uses digital systems and programs for planning, implementing, monitoring, reporting progress and lodgement of returns

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSACC502 Prepare tax documentation for individuals	FNSACC502B Prepare legally compliant tax returns for individuals	Updated to meet Standards for Training Packages Title changed Edits and reordering of performance criteria to clarify intent of unit	Equivalent unit

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Links

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Assessment Requirements for FNSACC502 Prepare tax documentation for individuals

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- research, critically evaluate and apply new or changed legislative requirements and apply where relevant to the preparation of the client's tax documentation
- identify client data required to calculate taxable income
- prepare tax documentation for an individual that complies with:
  - Australian taxation law and Australian Taxation Office (ATO) rulings
  - accounting principles and practices
  - organisational policy and procedures
- provide advice to client on tax documentation presented and obtain verification and approval.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and explain ethical considerations and legislative requirements relevant to the preparation of tax documentation for individual taxpayers, including:
  - conflict of interest
  - responsibilities of tax agents including Code of Professional Conduct obligations under the Tax Agent Services Act (TASA) and Tax Agent Services Regulations (TASR)
- identify and explain the following key elements of Australian tax law as it relates to tax documentation for individual taxpayers:
  - the rules and principles of Australian tax law including an understanding of the legal environment in which these principles operate, basics of the legal system, constitutional considerations and separation of powers

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- key aspects of the income tax law covering concepts of:
  - residence and source
  - related elements of international tax
  - assessable income
  - deductions (including general, specific and decline in value)
  - tax rebates and offsets
  - tax accounting
  - income test definitions that include reportable superannuation and fringe benefits tax (FBT)
- key aspects of relevant principles ad application of the capital gains tax (CGT), FBT and termination payment rules for individual taxpayers
- basic concept of goods and services tax (GST)
- administrative aspects of the taxes identified above including documentation, tax collection and withholding mechanisms, assessments, obligations, rulings, penalties and audits
- specific and general anti-avoidance tax rules for individuals
- describe the key sources of information and data required to calculate taxable income
- describe the key features of organisational policy and procedures relating to the preparation of tax documentation for individual taxpayers
- outline the key accounting principles and practices relevant to the preparation of tax documentation for individual taxpayers.
-

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the accounting field of work and include access to:

- common office equipment, technology, software and consumables.

Assessors must satisfy NVR/AQTF assessor requirements.

This unit is designed to meet the education requirements of the Tax Practitioner Board (TPB). Where registration with the TPB is sought, assessment must reflect the conditions described by the regulator which stipulate that a significant amount (at least 40%) must be completed under some form of independent supervision. Where recognition of prior learning (RPL) is used, it must also meet the requirements of the Board's policy on RPL.

Details of requirements can be accessed on the TPB website at: *http://www.tpb.gov.au*

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FNSACC504 Prepare financial reports for corporate entities

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to prepare financial reports for a reporting entity and encompasses compiling and analysing data and meeting statutory reporting requirements.

It applies to individuals who use specialised knowledge and analytical skills to prepare financial reports that meet specific compliance requirements.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

Pre-requisite Unit

BSBFIA401 Prepare financial reports

FNSACC301 Process financial transactions and extract interim reports

Unit Sector

Accounting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Compile data	1.1 Systematically code, classify and check data for accuracy and

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ELEMENT	PERFORMANCE CRITERIA
	reliability in accordance with organisational policy, procedures and accounting standards 1.2 Use conversion and consolidation procedures to compile data in accordance with organisational policy and procedures 1.3 Ensure accurate transfer of data to computerised systems as required 1.4 Record valuations in compliance with relevant accounting standards 1.5 Identify and record effects of taxation
2. Prepare reports	2.1 Present charts, diagrams and supporting data in appropriate format 2.2 Ensure structure and format of reports are clear and conform to statutory requirements and organisational procedures 2.3 Ensure statements and data are error free, comprehensive and comply with statutory requirements and organisational procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.3	• Researches, structures and analyses information from a range of sources to determine work requirements • Proofreads and checks work for accuracy and completeness
Writing	1.1, 1.3, 1.5, 2.1, 2.2	• Prepares logically structured written and graphical information in required formats for business reports and presentations • Uses clear language, terminology and concepts appropriate for the audience and purpose to convey information
Oral Communication	2.1	• Presents financial information to a range of personnel using language and concepts appropriate for the audience
Numeracy	1.1-1.5	• Uses mathematical equations to perform calculations, estimations and forecasting to analyse data and achieve

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		required outcomes
Navigate the world of work	1.1-1.2, 1.4, 2.2, 2.3	• Takes responsibility for adherence to organisational policy and procedures and legislative requirements
Get the work done	1.1-1.5, 2.1-2.3	• Plans, sequences and implements tasks according to organisational and legislative requirements • Uses problem-solving processes to identify and analyse reporting issues and develop options to resolve issues with the potential to have a negative impact • Uses digital technologies and software packages, including spreadsheets and databases, to complete requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSACC504 Prepare financial reports for corporate entities	FNSACC504A Prepare financial reports for corporate entities	Updated to meet Standards for Training Packages Edits to clarify intent of elements Pre-requisite units updated	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSACC504 Prepare financial reports for corporate entities

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access and accurately compile data and prepare reports for corporate entities that comply with:
  - organisational policy and procedures
  - relevant accounting standards
  - statutory and other relevant requirements of reporting bodies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and explain current business taxation requirements
- identify and explain current financial legislation and statutory requirements relating to taxable transactions and reporting requirements
- discuss ethical considerations in relation to conflict of interest, confidentiality and disclosure requirements
- explain the key features of integrated computerised accounting systems
- describe a range of methods and formats for presenting financial data
- outline options, methods and practices for recording and reporting deductions, benefits and depreciation
- identify and describe the key requirements of organisational policy and procedures relating to the preparation of financial reports
- identify and explain the key principles of double-entry bookkeeping and accrual accounting

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- identify and explain business legal requirements relating to delegated authorities, reporting periods and taxation payment timings.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the accounting field of work and include access to:

- office equipment, technology, software and consumables
- organisational records, policy and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSACC505 Establish and maintain accounting information systems

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify and record system requirements, evaluate alternative systems and acceptance test systems, prepare system documentation, implement reporting systems and records, monitor systems and review reporting procedures.

It applies to experienced individuals who use specialised technical knowledge, systematic approaches and analytical skills to effectively establish an organisational system.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

Unit Sector

Accounting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and record system requirements	1.1 Prepare comprehensive specifications based on requirements of potential users that include system objectives, document specifications, and security and records requirements 1.2 Review features of any existing system and records to establish their suitability and usability 1.3 Establish recording processes according to accepted practice

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ELEMENT	PERFORMANCE CRITERIA
	and in accordance with legislation and codes of practice
2. Evaluate alternative systems	2.1 Compare and measure features of various systems against user requirements to enable identification of alternative systems and solutions 2.2 Carry out cost–benefit analysis of alternative systems and solutions, and document recommendations
3. Evaluate acceptance test system	3.1 Test system in operational environment to ensure compliance with user requirements, company policy and guidelines, system specifications and relevant legislation or industry codes of practice 3.2 Obtain formal confirmation from all users on acceptability of new system or system changes against all criteria and system specifications
4. Prepare system documentation	4.1 Prepare system documentation thoroughly and accurately, using easily understood language and in clear format to support system implementation and training 4.2 Consult users to ensure clarity, accuracy, thoroughness and usability of system documentation 4.3 Make system documentation easily accessible, and constantly review and update to ensure currency and accuracy
5. Implement reporting systems and records	5.1 Carry out implementation in accordance with specified guidelines and timelines, and establish contingency plans to deal with any potential delays or problems 5.2 Establish effective training schedules and programs to support implementation 5.3 Transfer all data from existing to new or modified system and records without error or loss 5.4 Update systems and records regularly to identify ongoing benefits and threats to organisation 5.5 Maintain files within organisational and statutory requirements, and identify and remedy discrepancies 5.6 Ensure integrity of systems and records complies with organisational and statutory requirements 5.7 Monitor transactions to identify taxation and other liabilities
6. Monitor reporting systems	6.1 Analyse and account for transactions, and correctly relate to accounting period 6.2 Communicate and promote processes for recording and

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ELEMENT	PERFORMANCE CRITERIA
	classifying transactions to support internal verification of records 6.3 Standardise sources of input data and documentation in structured formats to minimise errors 6.4 Maintain back-ups in accessible location to safeguard data in accordance with organisational and audit requirements
7. Review reporting procedures	7.1 Systematically check sources of input data and documentation records for accuracy and reliability 7.2 Establish reporting requirements and analyse regularly to identify variations and compliance with established processes for recording and classifying transactions 7.3 Maintain written reports, explanatory notes and financial results to support source documentation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 1.5, 2.1, 4.3, 6.1, 7.1, 7.2	• Researches and evaluates technical and non-technical information from a range of sources to determine benchmarks and requirements
Writing	1.1, 1.2, 2.2, 3.2, 4.1-4.3, 6.2, 6.3, 7.3	• Prepares, reviews and maintains a range of documents to ensure clarity of meaning, accuracy, currency and consistency of information • Uses clear and concise language in a logical format and structure to convey information appropriate to the audience and purpose
Oral Communication	1.1, 3.2, 4.2, 6.2	• Uses appropriate vocabulary to explain technical and non-technical information to a range of personnel • Uses active listening and questioning to obtain feedback and clarify understanding
Numeracy	2.1, 2.2, 5.7, 6.1, 7.3	• Performs mathematical calculations and uses a range of mathematical problem-solving techniques to analyse, estimate and compare financial data and numerical information
Navigate the	1.6, 3.1, 5.5, 6.4, 7.2	• Takes responsibility for complying with organisational policy and procedures and legislative requirements

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world of work		
Interact with others	1.1, 4.2, 6.2	• Plays a lead role in communicating, collaborating, consulting and negotiating outcomes with a range of personnel, adapting personal communication style to show respect for individual differences
Get the work done	1.1-1.6, 2.1, 2.2, 3.1, 3.2, 4.1-4.3, 5.1-5.7, 6.1-6.4, 7.1-7.3	• Takes responsibility for planning, organising and implementing systems, processes and plans in accordance with organisational and legislative requirements • Plans and sequences own workload and schedules work activities of others • Applies systematic and analytical decision-making processes in complex and non-routine situations • Uses problem-solving processes to identify and analyse system issues and develop options to resolve issues with the potential to have a negative impact • Uses a range of digitally based technologies and software packages to access, extract and share relevant information to achieve required outcomes • Maintains the security of digital data according to organisational requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSACC505 Establish and maintain accounting information systems	FNSACC505A Establish and maintain accounting information systems	Updated to meet Standards for Training Packages Rewording and combining of some performance criteria to clarify intent of unit	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSACC505 Establish and maintain accounting information systems

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and document record and systems requirements
- evaluate alternative systems and acceptance test systems
- prepare systems documentation and implement reporting systems and records that comply with:
  - statutory requirements
  - organisational policy and procedures
- monitor and review reporting systems.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the key features of statutory requirements, codes of practice and organisational policy and procedures relating to accounting systems
- discuss ethical considerations for the handling of financial reconstruction
- explain the key features of financial legislation relating to taxable transactions and reporting requirements
- outline a range of considerations for developing accounting system specifications
- compare and contrast methods of data protection
- explain the key principles and practices of budgetary control and implications for accounting systems
- explain the process and procedures for recording and storing financial data.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the accounting field of work and include access to:

- common office equipment, technology, software and consumables
- an integrated financial software system and data
- organisational records, policy and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSACC506 Implement and maintain internal control procedures

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to review corporate governance requirements, implement operating procedures and monitor policy.

It applies to individuals who use specialised knowledge and analytical skills to ensure organisational policy, compliance and quality requirements are met.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

Unit Sector

Accounting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review corporate governance requirements	1.1 Identify and analyse corporate governance and ethical requirements to determine application to operations 1.2 Access clarifications on application of corporate governance requirements from authoritative and recognised sources 1.3 Review and develop internal control procedures, reflecting application of corporate governance requirements to internal operations

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ELEMENT	PERFORMANCE CRITERIA
2. Implement operating procedures	2.1 Maintain and review financial delegations and accountabilities to ensure consistency and compliance with internal control procedures 2.2 Produce, review and distribute required reports within agreed timelines 2.3 Develop timetables for implementation of corporate governance requirements in consultation with stakeholders 2.4 Detail and document internal control procedures in standardised formats to promote consistency of use
3. Monitor policy	3.1 Develop applications of corporate governance requirements from published sources or recognised practices 3.2 Develop and report on performance indicators to evaluate compliance with internal control procedures 3.3 Identify and evaluate variations in adoption of corporate governance requirements in operations to determine causes 3.4 Develop and implement modifications to procedures to facilitate compliance with internal control procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 3.1, 3.3	• Interprets and analyses complex information and documentation from a range of sources, including relevant legislation, to determine requirements
Writing	1.2, 1.3, 2.1-2.4, 3.2, 3.4	• Produces accessible guidelines and reports using clear and concise language appropriate to the audience and purpose
Oral Communication	2.2, 2.3, 3.2	• Effectively engages others in verbal exchanges using active listening and questioning to elicit, clarify and convey information
Numeracy	1.1, 2.1, 3.2	• Accurately analyses financial and numerical information embedded in a range of texts and tasks
Navigate the	1.1-1.3, 2.1, 2.4, 3.1,	• Monitors adherence to legal and regulatory requirements and recommends and implements

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world of work	3.4	changes to policies, procedures or processes where these are deemed necessary
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4	• Organises, plans and sequences own workload and schedules work activities of others • Uses problem-solving processes to identify and analyse issues with the potential to impact on financial controls, and develop and implement options to resolve these issues • Applies systematic and analytical decision-making processes in situations that impact on the work of self and others • Uses a range of digital technologies to access, extract and share relevant information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSACC506 Implement and maintain internal control procedures	FNSACC506A Implement and maintain internal control procedures	Updated to meet Standards for Training Packages	Equivalent unit

Links

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Assessment Requirements for FNSACC506 Implement and maintain internal control procedures

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interpret and comply with corporate governance requirements, organisational policy, and financial delegations and accountabilities
- review corporate governance requirements and implement effective operating procedures
- monitor policy and relevant financial legislation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss ethical considerations and confidentiality for management and handling of files and records
- identify and explain the key features of financial legislation relating to taxable transactions and reporting requirements
- explain a range of methods of work practices and routines relevant to internal control procedures
- describe the key requirements of organisational policy and procedures relating to:
  - corporate governance
  - financial delegations and accountabilities
- identify and explain the key principles of internal control and auditing.
-

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the accounting field of work and include access to:

- common office equipment, technology, software and consumables
- corporate governance documentation
- organisational operational policy and procedures information.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSFLT201 Develop and use a personal budget

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop, implement and monitor a personal savings budget. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. The unit may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations.

It applies to individuals who use new ideas and techniques to develop personal financial literacy skills.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Financial literacy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and discuss budgeting as a financial tool	1.1 Identify and consider role of budgeting in lives of different groups and importance of budgeting appropriately to meet expenses at different stages of life 1.2 Discuss importance of setting financial goals 1.3 Identify and discuss obstacles that might prevent financial

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ELEMENT	PERFORMANCE CRITERIA
	goals being achieved, and types of behaviours and skills required for successful budgeting
2. Prepare to develop a personal budget	2.1 Record all income and expenses for a six-month period to assist in estimating expenditure requirements 2.2 Obtain or develop budget spreadsheet to record income and expenditure for relevant period of time 2.3 Identify and list all sources of income, regular fixed expenses and variable expenses for specified period in personal budget using budget spreadsheet
3. Develop a personal budget	3.1 Subtract total expenses recorded from total income to determine surplus or deficit budget for specified period 3.2 Explore reasons for deficit budget if relevant and investigate ways to reduce expenses or increase income 3.3 Explore allocation of surplus funds towards saving and meeting identified financial goals
4. Implement and monitor the personal budget	4.1 Follow budget according to plan for a period of time 4.2 Record actual expenses and income for period during which budget is implemented 4.3 Compare budgeted expenses and income with actual amounts and modify budget where necessary 4.4 Discuss handy hints for managing personal budget 4.5 Conduct ongoing review of budget to ensure it remains relevant and to ensure updates are incorporated if necessary

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.3, 3.2	• Gathers and interprets financial information and identifies key aspects relevant to the task
Writing	1.1-1.3, 2.1-2.3, 4.2, 4.3	• Accurately records and documents information relating to personal budgets using correct language, concepts and terminology

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Oral Communication	1.1-1.3, 4.4	• Participates in verbal exchanges using active listening and questioning to develop a clear understanding of budgeting information
Numeracy	2.1, 2.3, 3.1-3.3, 4.1	• Performs mathematical calculations including addition, subtraction, multiplication, division and percentages, and interprets financial information relating to budgets
Get the work done	2.1-2.3, 3.1-3.2, 4.1-4.5	• Plans routine tasks and organises work according to defined requirements • Reviews effectiveness of decisions and makes adjustments as required • Uses digital systems and tools to design work processes and complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSFLT201 Develop and use a personal budget	FNSFLT201A Develop and use a personal budget	Updated to meet Standards for Training Packages Minor edits to reflect AQF level	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSFLT201 Develop and use a personal budget

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a budget spreadsheet
- calculate interest and loan repayments, and surplus or deficit funds
- prepare, implement and monitor a personal budget.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the purpose, key principles and benefits of budgeting
- explain the importance of setting financial goals
- list obstacles to achieving financial goals
- describe different stages in life and how financial goals may change
- describe the behaviours and skills needed to adhere to a budget
- explain the difference between fixed and variable expenses
- describe the role of credit and savings in managing a budget and establishing personal wealth
- describe the role of financial institutions and their savings products to assist with managing a budget.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial literacy field and include access to:

- office equipment, technology, software and consumables

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- information about the budgeting process, personal financial records and other relevant resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSFLT211 Develop and use personal budgets

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 6.0.

Application

This unit describes the skills and knowledge required to develop, implement and monitor a personal savings budget. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. The unit may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations.

The unit applies to those who use new ideas and techniques to develop personal financial literacy skills.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Financial literacy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to develop a personal budget	1.1 Obtain a template budget spreadsheet 1.2 Identify period of time for which to develop a personal budget 1.3 Identify all sources of income, regular fixed expenses and variable expenses for specified period 1.4 Record all income and expenses in the budget spreadsheet for specified period
2. Develop a personal budget	2.1 Subtract total expenses recorded from total income recorded 2.2 Identify whether a budget is in surplus or deficit for specified

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ELEMENT	PERFORMANCE CRITERIA
	period 2.3 Identify reasons for deficit budget as required 2.4 Identify opportunities and options to meet financial goals 2.5 Incorporate selected options into a budget plan
3. Implement and monitor personal budget	3.1 Follow budget according to plan for a specified period of time 3.2 Record actual expenses and income for period during which budget is implemented 3.3 Compare budgeted expenses and income with actual amounts and modify budget where necessary 3.4 Monitor and update budget as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Numeracy	• Performs mathematical calculations including addition, subtraction, multiplication, division and percentages, and interprets financial information relating to budgets
Oral communication	• Participates in verbal exchanges using active listening and questioning to develop a clear understanding of budgeting information
Reading	• Gathers and interprets financial information and identifies key aspects relevant to the task
Writing	• Records and documents information relating to personal budgets using correct language, concepts and terminology
Planning and organising	• Plans routine tasks and organises work according to defined requirements • Reviews effectiveness of decisions and adjusts as required
Technology	• Uses digital systems and tools to design work processes and complete work tasks

Unit Mapping Information

Supersedes and is equivalent to FNSFLT201 Develop and use a personal budget.

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Links

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Assessment Requirements for FNSFLT211 Develop and use personal budgets

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 6.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and use a personal budget for at least two different time periods.

In the course of the above, the candidate must:

- calculate interest and loan repayments.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key aspects of budgeting, including its purpose, key principles and benefits
- methods for setting and calculating financial goals
- techniques to interpret financial information relating to budgets
- key benefits of financial goal setting
- common obstacles to achieving financial goals
- impact of different stages of life on financial goals
- key behaviours and skills required to facilitate adherence to a budget
- key features of fixed and variable expenses
- role of credit and savings in managing a budget and establishing personal wealth
- role of financial institutions and their savings products to assist with managing a personal budget.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

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- office equipment, technology, software and consumables
- information about the budgeting process, personal financial records and other required resources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSFLT301 Be MoneySmart

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop, maintain and enhance understanding of personal finance matters, including taxation, superannuation and insurance.

It applies to individuals who build financial literacy in workplaces, schools, adult and community learning organisations or registered training organisations. The unit may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling and advisory organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Financial literacy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Demonstrate knowledge of personal financial matters	1.1 Determine how career choice, education and skills affect income and goal attainment 1.2 Identify short-term and long-term financial goals 1.3 Identify tax matters relating to personal income 1.4 Explain impact of consumer and financial behaviour on personal spending

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Explain how insurance and other risk management strategies protect against financial loss 1.6 Identify components of superannuation relevant to individual income earners
2. Manage personal finances	2.1 Compare benefits and costs of alternatives in spending decisions 2.2 Identify purpose of planning personal finances 2.3 Make personal financial choices based on logical decision making 2.4 Evaluate consequences of personal financial decisions, including contracts 2.5 Develop methods and systems (including electronic) to stay in control of personal cash flow, spending and use of debt
3. Build knowledge of personal financial matters	3.1 Explore and evaluate factors that affect personal credit worthiness 3.2 Seek advice from a specialist or mentor where required 3.3 Develop systems for maintaining up-to-date knowledge about personal finances and career opportunities to achieve goals 3.4 Identify reliable sources of ongoing information relevant to personal career and financial goals

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3-1.6, 2.1, 2.2, 3.1	• Researches and interprets written information from a range of sources to identify relevant aspects for the required task
Writing	2.5	• Records and documents information accurately using correct language, terminology and concepts
Oral Communication	3.2	• Uses active listening and questioning to source advice and develop a clear understanding of information
Numeracy	1.1-1.3, 1.5, 1.6, 2.1,	• Performs a range of mathematical calculations to

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	2.4, 2.5	interpret financial information, and to balance or create budgets and savings plans
Navigate the world of work	1.1-1.6, 2.1, 2.2, 3.1, 3.4	• Maintains up-to-date knowledge of personal financial management necessary for own situation
Get the work done	1.1, 1.2, 2.3-2.6, 3.3	• Uses digital systems and tools to complete tasks, and to access and manage finance related information • Plans routine tasks and organises work according to defined requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSFLT301 Be MoneySmart	FNSFLT301A Be MoneySmart	Updated to meet Standards for Training Packages Minor edits to reflect AQF level	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSFLT301 Be MoneySmart

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- set personal financial goals and access opportunities for mentoring or advice on them
- access information to build on and maintain knowledge of factors affecting personal finances.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain debt management including:
  - responsible use of credit
  - advantages of debit cards
  - consequences of debt default
  - attitude towards credit and spending
  - options for debt repayment
- describe employee entitlements under:
  - Fair Work Act
  - equal opportunity legislation
  - Superannuation Act
  - Income Tax Assessment Act
  - Taxation Administration Regulations
- describe how to find out about pay rates
- explain how to establish and maintain a good credit history
- explain the importance of saving money as a concept to assist and improve a life situation
- outline insurance matters:

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  - value of insurance
  - disclosure obligations
  - suitable insurance cover for personal income, trade tools, house, car and health
- describe personal implications of taxation matters including:
  - role of the Australian Taxation Office and why tax is paid on income
  - personal tax liabilities and allowable deductions
  - tax rates
  - lodgement dates
  - awareness of goods and services tax (GST), pay as you go tax (PAYG), Australian business number (ABN), tax file number (TFN) and business activity statements (BAS)
- explain principles of budgeting, cash flow and saving including:
  - role of credit and savings in establishing personal wealth
  - understanding of financial institutions and their savings, investment and credit products
- describe personal financial aspects of:
  - bank accounts including savings, credit and investment
  - insurance cover for health, car, phone, warranty, tools, household and income protection
  - contracts including phones, data, tenancy and finance
- explain superannuation matters including:
  - types of funds – retail versus industry
  - fund options – death or total and permanent disability (TPD) insurance
  - planning for the future
  - power of compound interest
  - superannuation guarantee
  - co-contributions
  - personal contributions
  - fees and charges
  - value of consolidating super funds
  - locating lost super.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial literacy field and include access to current information about personal financial matters.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSFLT311 Develop and apply knowledge of personal finances

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 6.0.

Application

This unit describes the skills required to develop, maintain and apply knowledge of personal finances, including taxation, superannuation and insurance.

The unit applies to those who build financial literacy in workplaces, schools, adult and community learning organisations or registered training organisations. The unit may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling and advisory organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Financial literacy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop knowledge of personal financial matters	1.1 Identify effects of career choice, education and skills on income and goal attainment 1.2 Identify short-term and long-term financial goals 1.3 Identify tax matters relating to personal income 1.4 Identify impact of consumer and financial behaviour on personal spending 1.5 Identify common risk management strategies used to protect against financial loss 1.6 Identify components of superannuation relevant to individual income earners

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ELEMENT	PERFORMANCE CRITERIA
2. Manage personal finances	2.1 Identify spending decisions and compare costs with alternative choices 2.2 Identify purpose of planning personal finances 2.3 Evaluate consequences of personal financial decisions 2.4 Develop methods and systems to monitor personal cash flow 2.5 Identify own personal financial goals
3. Maintain knowledge of personal financial matters	3.1 Identify and assess factors that affect personal credit worthiness 3.2 Seek advice from specialists and mentors as required 3.3 Develop systems for maintaining knowledge about personal finances and career opportunities to achieve goals 3.4 Identify and access sources of information related to personal finance matters

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Numeracy	• Performs a range of mathematical calculations to interpret financial information, and to balance or create budgets and savings plans
Oral communication	• Uses active listening and questioning to source advice and develop a clear understanding of information
Reading	• Researches and interprets written information from a range of sources to identify relevant aspects for the required task
Writing	• Records and documents information using correct language, terminology and concepts
Self-management	• Maintains up-to-date knowledge of personal financial management necessary for own situation • Plans routine tasks and organises work according to defined requirements
Technology	• Uses digital systems and tools to complete tasks, and to access and manage finance related information

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Unit Mapping Information

Supersedes and is equivalent to FNSFLT301 Be MoneySmart.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSFLT311 Develop and apply knowledge of personal finances

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 6.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- present overview of factors that impact personal finances on at least two occasions.

In the course of the above, the candidate must:

- set own personal financial goals
- access opportunities for mentoring and advice on personal finances.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key aspects of debt management relating to personal finances
- common effects of career choices, education and skill on income and goal attainment
- methods to identify pay rates
- methods to establish and maintain a good credit history
- key methods and benefits of saving money
- common risk management strategies used to protect against financial loss, including insurance
- key characteristics of insurance relating to personal finance
- key implications of taxation matters, including:
  - the role of the Australian Taxation Office
  - key aspects of tax being paid on income basis
  - personal tax liabilities and allowable deductions
  - tax rates
  - lodgement dates
  - goods and services tax (GST)

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  - pay as you go tax (PAYG)
  - Australian business numbers (ABN)
  - tax file numbers (TFN)
  - business activity statements (BAS)
- key principles of budgeting, cash flow and saving, including:
  - role of credit and savings in establishing personal wealth
  - financial institutions and their savings, investment and credit products
  - key methods and systems for monitoring personal cash flow, spending and use of debt
- key aspects of and consequences of personal financial products and decisions, including:
  - bank accounts, including savings, credit and investment
  - insurance cover for health, car, phone, warranty, tools, household and income protection
  - contracts, including phones, data, tenancy and finance
- key superannuation matters relating to personal finances.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- office equipment, technology, software and consumables
- financial services product information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSORG501 Develop and manage a budget

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to collect and analyse information and apply sound accounting principles to the development and ongoing management of a budget for a small organisation or section of a large organisation.

It applies to individuals who use a range of specialist and managerial techniques to plan, monitor and control budgetary work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Organisational skills

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for and collect information for budget	1.1 Determine and confirm areas for which budget is being prepared with appropriate personnel, and identify, access and analyse data required for development of budget 1.2 Determine budget parameters with estimates based on research, consultation and negotiation with appropriate personnel 1.3 Consult relevant colleagues in budget planning process as required

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ELEMENT	PERFORMANCE CRITERIA
2. Develop budget	2.1 Draft budget based on analysis of all available information in accordance with organisational policy 2.2 Identify and support income and expenditure estimates with reliable information and circulate draft budget for comment
3. Finalise budget and allocate resources	3.1 Provide final budget which incorporates agreed modifications to appropriate personnel 3.2 Inform personnel affected by budget of its limits and goals in their work area and clarify financial management and reporting responsibilities 3.3 Obtain agreement to budget priorities and allocate resources
4. Monitor and control budget	4.1 Check actual income and expenditure against budget at regular intervals, and prepare and present budget reports to appropriate personnel 4.2 Identify and respond to deviations, take appropriate action and advise relevant personnel on budget status
5. Complete financial and statistical reports	5.1 Complete all required financial and statistical reports accurately within designated timelines 5.2 Make appropriate recommendations about future financial planning 5.3 Provide clearly presented and accurate reports to appropriate personnel

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 4.1, 4.2	• Extracts, analyses and monitors complex textual information from a range of sources to determine relevance, accuracy and compliance with organisational policy
Writing	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2, 5.3	• Analyses and compiles numerical data and text information to convey specific information and recommendations accurately and effectively to others using clear and detailed language

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		• Demonstrates effective control of text types required by financial and statistical report conventions and documentation
Oral Communication	1.1 -1.3, 3.2, 3.3, 4.1, 4.2, 5.2	• Participates in verbal exchanges of information, demonstrating control of a range of oral techniques to elicit the views and opinions of others and confirm understanding • Clearly articulates requirements and outcomes using language, tone and pace appropriate to the audience and environment
Numeracy	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.3	• Interprets, analyses and uses numerically expressed data to effectively prepare, monitor, amend and present accurate budgetary information
Navigate the world of work	2.1, 3.2, 5.1	• Works independently and collectively in making decisions about budge requirements in accordance with organisational policy
Interact with others	1.1-1.3, 2.2, 3.1, 3.2, 4.1, 5.3	• Selects and uses appropriate conventions and protocols to gain and provide relevant budgetary information • Plays a lead role in situations requiring effective collaborative skills, demonstrating high level negotiation skills and ability to gather information through consultation
Get the work done	1.1, 1.2, 2.1, 3.3, 4.1, 4.2, 5.1, 5.2	• Accepts responsibility for planning and sequencing complex tasks and workload • Applies systematic and analytical decision-making processes to make recommendations in complex and non-routine situations • Uses digital technologies to access, extract and share relevant information to achieve required outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSORG501 Develop and manage a budget	FNSORG501A Develop and manage a budget	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSORG501 Develop and manage a budget

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect and accurately interpret relevant data to develop and finalise a budget
- consult effectively and negotiate outcomes with others on budgetary issues
- accurately complete financial and statistical reports related to budgeting.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the evidence requirements safely and effectively, the individual must:

- define basic accounting and financial services industry terminology
- outline types of data required to develop the budget
- explain accounting techniques relevant to budget preparation and maintenance
- describe budgeting techniques and tools
- describe organisational and industry policy and procedures related to budget development and management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the organisational skills field of work and include access to:

- a range of common office equipment, technology, software and consumables
- an integrated financial software system and data.

Assessors must satisfy NVR/AQTF assessor requirements.

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FSKDIG03 Use digital technology for routine workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use digital technology to undertake routine workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 3 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital Technology

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to use digital technology	1.1 Identify routine workplace tasks 1.2 Identify appropriate digital technology for the task 1.3 Interpret routine workplace information and terminology
2. Complete routine	2.1 Interpret routine information from a range of sources to access

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Element	Performance Criteria
workplace task	and use digital technology 2.2 Follow workplace procedures to perform a task using technology 2.3 Review performance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Takes responsibility for organising digital technology for the task
Oral Communication		• Discusses tasks with supervisor, manager or mentor

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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Assessment Requirements for FSKDIG03 Use digital technology for routine workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and use digital technology appropriate to the task
- complete routine workplace tasks.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- procedures for accessing and using digital technology.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

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Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of digital technology.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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FSKLRG09 Use strategies to respond to routine workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify routine workplace problems and strategies to respond to the problems.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to respond to workplace problems	1.1 Identify routine workplace problems 1.2 Investigate a range of strategies for responding to workplace problems

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Element	Performance Criteria
2. Propose problem solving strategies	2.1 Identify a potential workplace problem 2.2 Identify factors contributing to the selected workplace problem 2.3 Propose appropriate problem solving strategies
3. Review problem solving strategies	3.1 Seek feedback from appropriate person 3.2 Record and review feedback 3.3 Revise strategies as appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing		• Records feedback from trainer or supervisor
Oral Communication		• Discusses problem-solving strategies with trainer or supervisor
Problem Solving		• Identifies problems and plans strategies for responding to them
Planning and Organising		• Develops strategies to respond to problems

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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Assessment Requirements for FSKLRG09 Use strategies to respond to routine workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify workplace problems
- propose appropriate strategies to respond to problems
- respond to feedback as appropriate

Evidence must be collected using routine workplace tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- factors contributing to routine workplace problems
- a range of strategies for problem solving
- sources of advice and feedback.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

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Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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FSKLRG11 Use routine strategies for work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify own learning goals and needs, and develop a formal learning plan to participate in a vocational or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway and/or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for learning	1.1 Identify work-related learning goals 1.2 Investigate a range of formal and informal learning pathways 1.3 Investigate a range of approaches to achieve goal 2.4 Identify potential barriers to learning

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Element	Performance Criteria
2. Use strategies for learning	2.1 Identify a preferred approach to achieving work-related learning goals 2.2 Identify strategies to address barriers to achieving learning goals 2.3 Propose routine learning strategies to achieve learning goal 2.4 Create and use a learning plan to implement strategies
3. Review own learning progress	3.1 Monitor progress against the plan 3.2 Seek feedback from an appropriate person 3.3 Identify areas for further learning and training

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Interprets and evaluates information related to learning pathways
Oral Communication		• Discusses progress with trainer/supervisor
Planning and Organising		• Develops a learning plan

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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Assessment Requirements for FSKLRG11 Use routine strategies for work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- develop a plan for own learning pathway
- review own progress.

Evidence must be collected using typical work-related tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies for learning
- own learning goals
- education and training requirements for learning pathway options.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

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Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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FWPCOT3260 Recover four wheel drive vehicles

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3260 Recover four wheel drive vehicles, which was first released with FPI11 Forest and Forest Products Training Package Version 2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to use recovery equipment and advanced skills to recover four-wheel drive (4x4) vehicles in difficult terrain conditions.

The unit applies to those who recover 4x4 vehicles in a variety of work settings.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.*
1. Plan 4x4 recovery	1.1 Survey site to identify hazards, assess risks and select suitable strategy.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Select personal protective equipment appropriate to type of recovery operation. 1.3 Inform appropriate personnel of location. 1.4 Determine potential environmental impact of recovery.
2. Apply safe recovery method	2.1 Establish and maintain communications with appropriate personnel during recovery operations. 2.2 Determine recovery method based on the terrain conditions and circumstances. 2.3 Consider operating variables, define danger zone and apply strategies to reduce risk and environmental impact during recovery. 2.4 Determine the recovery equipment required and its availability. 2.5 Set up an exclusion zone. 2.6 Repair environmental damage where possible.
3. Use vehicle recovery equipment safely	3.1 Identify hazards and position recovery equipment safely. 3.2 Use safe operating procedures while using recovery equipment. 3.3 Use rated recovery equipment within limitations and capabilities.
4. Maintain vehicle recovery equipment	4.1 Carry out maintenance on recovery equipment. 4.2 Document equipment maintenance according to organisational procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Problem solving skills to:	• consider and determine recovery options.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPICOT3260 Recover four-wheel drive vehicles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT3260 Recover four wheel drive vehicles

Modification History

Release	Comment
1	Replaces equivalent unit FWPCOT3260 Recover four wheel drive operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and effectively recover a four wheel drive from varied situations
- use a winch and a snatch block (2:1) in difficult terrain, using ground anchor points for both hard ground and soft sand
- use one or more types of recovery equipment in a safe and efficient manner including devices and techniques for:
    - lifting
    - winching/towing
    - traction
    - support
    - protection
- demonstrate one or more pulling techniques including:
    - complex and multi-line
    - straight pull
    - double pull
    - starting vehicle
    - taking towed object to a location
    - using a winch

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- communicate effectively and follow safe work practices
- use and maintain relevant tools, machinery and equipment.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- organisational policies and procedures, codes of practice and established safe practices for recovering a 4x4 vehicle
- techniques for using jacks and other recovery equipment
- factors affecting choice of recovery equipment and mode of recovery
- issues to consider when defining danger zones
- effect of suction on vehicles to identify mass weight needed for cable and winch capacity
- hazards and safety issues associated with the use of jacks and recovery equipment
- environmental impacts of 4x4 operation
- established communication protocols
- typical tools and equipment, and procedures for their safe use and maintenance
- procedures for reporting and recording information
- environmental protection requirements, including the safe disposal of waste material
- environmental risks and hazards relevant to recovering 4x4 vehicles in difficult terrain conditions.
-

Assessment Conditions

The following resources must be made available:

- four wheel drive to recover
- varied terrains and conditions from which to recover vehicle
- equipment required to recover a four wheel drive vehicle
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal protective and safety equipment required for recovering a four wheel drive vehicle.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPFGM3214 Operate a four wheel drive in a towing situation

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3214 Operate a four wheel drive in a towing situation, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to tow and move an object using a four-wheel drive (4x4) vehicle on roads and varied terrain. This may include towing a trailer, vehicle or equipment as well as moving logs or other loads.

The unit applies to those who tow and move objects using a four wheel drive in forest environments and timber processing environments.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.*

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1. Prepare 4x4 for towing	1.1 Identify and follow WHS, environmental, legal and organisational requirements relevant to operating in a towing situation. 1.2 Identify type of object to be towed and determine a suitable towing arrangement. 1.3 Identify equipment requirements and techniques to carry out the towing job. 1.4 Identify potential hazards that may be experienced at the towing site and during the towing operation. 1.5 Assess the towing activity for safety, security of passengers, vehicles and property. 1.6 Check the 4x4 vehicle to ensure equipment is appropriate to conditions and operationally effective in line with manufacturer specifications.
2. Drive 4x4 towing a trailer	2.1 Identify hazards and risk-management strategies associated with towing a trailer. 2.2 Safely couple and uncouple the trailer. 2.3 Secure load onto trailer. 2.4 Apply risk-management strategies while 4x4 vehicle is in operation and towing a trailer. 2.5 Demonstrate driving forward, reversing a trailer uphill, around corners and in a straight line. 2.6 Use correct jack technique to change a trailer wheel. 2.7 Park and shut down 4x4 vehicle in line with manufacturer specifications and organisational requirements.
3. Drive 4x4 moving an attached object	3.1 Secure vehicle, equipment or object to be moved using appropriate recovery devices. 3.2 Apply risk-management strategies to a 4x4 vehicle moving an object. 3.3 Drive 4x4 and move attached object.
4. Perform post-towing tasks	4.1 Notify relevant personnel of trip completion. 4.2 Carry out maintenance on allocated vehicle. 4.3 Record and report activity in line with organisational procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	
Numeracy skills to:	• measure, estimate and calculate time required to complete the task • determine if vehicle has sufficient fuel for the task.
Initiative and enterprise skills to:	• apply precautions and required action to minimise, control or eliminate hazards that can occur during work activities.
Problem-solving skills to:	• identify faults and issues associated with towing a trailer and moving objects with a 4x4 vehicle, and identify solutions.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3214 Operate a four wheel drive in a towing situation

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPFGM3214 Operate a four wheel drive in a towing situation

Modification History

Release	Comment
	Replaces equivalent unit FWPFGM3214 Operate a four wheel drive in a towing situation, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow applicable legal and regulatory requirements, and codes of practice relevant to operating a 4x4 vehicle towing a trailer or moving an object
- couple and uncouple a trailer
- safely couple and uncouple vehicles, equipment and objects using recovery equipment
- operate a 4x4 in a towing situation
- follow organisational policies and procedures relevant to operating a 4x4 in a towing situation
- assess the safety of towing a trailer or object and consider risk management strategies including:
  - appropriate vehicle and trailer clearance
  - appropriate approach and departure angles
  - correct load management
  - controlled braking methods using electric brakes, no brakes, override brakes
  - adequate movement of the tow system
  - making adjustment for extra length and width of trailers, and their tendency to 'cut in' on corners and curves
  - making appropriate adjustment in braking distance to compensate for the combined extra weight of vehicle and trailer
  - driving vehicle to minimise trailer sway

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  - engaging a lower gear when travelling downhill with a trailer to give greater vehicle control and reduce load on brakes
  - ensuring mirrors on both sides of towing vehicle are properly adjusted to give a clear view of vehicles approaching from the rear.
- use and maintain relevant tools, machinery and equipment
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- applicable regulations, standards, codes of practice and established safe practices relevant to processes when towing a trailer or object
- environmental risks and hazards, organisational and site standards, requirements, policies and procedures for towing a trailer or object including:
  - damage to vehicle
  - wet and iced terrain
  - flooded terrain
  - fire in vehicle
  - fire at the scene
  - faulty brakes
  - leaking fuel
  - faulty steering mechanism on vehicle
  - animals and objects in vehicle path
  - crocodiles and snakes in some areas
  - windy or foggy sections of terrain
  - steep slopes
  - land slides
  - tree limbs
  - black ice
  - trailers
  - logs, rocks and other unexpected obstacles
  - weather conditions
  - slippery surfaces
  - unsafe or damaged equipment
  - spilt or leaking fuel or dangerous or hazardous goods or substances
  - unsafe manual-lifting procedures
- recovery devices suitable for towing including:
  - winches
  - ropes
  - cables
  - slings and straps

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  - pullers
- road rules, regulations, permit and licence requirements of the relevant state or territory
- operational knowledge of 4x4 vehicle, including controls, instruments and indicators, and their use
- 4x4 driving and towing techniques
- vehicle maintenance requirements
- established communication channels and protocols
- relevant personnel for the purposes of communicating information
- vehicle problem identification and resolution strategies, and common vehicle fault-finding techniques
- characteristics, applications, capabilities and limitations of a 4x4 vehicle while towing a trailer or object
- tools and equipment used when setting up and securing an object for towing
- typical problems that may occur when setting up and securing an object for towing, and how to resolve them
- procedures for recording and reporting workplace information.
-

Assessment Conditions

The following resources must be made available:

- manual or automatic or all wheel drive (AWD) four-wheel drive vehicle
- trailer to tow
- object to move
- personal protective equipment required to operate a four wheel drive vehicle in a towing situation
- relevant personnel for the purposes of communicating information

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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HLTAHW023 Plan, develop and evaluate health promotion and community development programs

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Application

This unit describes the required skills and knowledge to organise, deliver and evaluate a health promotion program to address identified needs in Aboriginal and/or Torres Strait Islander communities. This unit includes designing, structuring and evaluating the effectiveness of health promotion activities for Aboriginal or Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Plan and research health promotion and community development programs	1.1 Consult community representatives and key people to identify community health needs and concerns 1.2 Assess information to identify key stakeholders, community health trends and ethical considerations 1.3 Undertake appropriate research and identify community development opportunities 1.4 Consider and respect community values and beliefs, gender roles and taboos in researching community health needs 1.5 Identify and access relevant existing resources (human, financial and physical) for use in health promotion and community development programs 1.6 Create a process for key representatives of the community and any related agencies or organisations to be consulted in the plan development 1.7 Ensure health promotion and programs have a holistic, culturally sensitive approach and support the community in taking a self-determination approach to health 1.8 Prepare proposals (or submissions) as required to address any additional resource requirements, including funding 1.9 Identify evaluation processes and criteria to be used for critiquing health promotion programs
2. Develop a health promotion and community development program	2.1 Develop health promotion strategies in partnership with key representatives of the community and any related agencies or organisations 2.2 Develop goals, actions and key performance indicators for health promotion and community development activities 2.3 Identify appropriate delivery strategies according to the needs of the target group, location and health issues 2.4 Provide relevant information to health services,

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	work team and community
	2.5 Access, adapt or develop resources (human, financial and physical) as required to suit the needs of the health issue, audience and program delivery context
	2.6 Document plans for health promotion and community development according to organisational procedures and policies
3. Deliver a health promotion and community development program	3.1 Provide health care and community development programs to the community in ways that are consistent with Aboriginal and/or Torres Strait Islander community values and beliefs
	3.2 Integrate and implement health screeningsand implement on own practice to enhance understanding work team and communityeeds, concerns and resource availability, surveillance and education activities into the programs, as appropriate
	3.3 Provide information in plain language to clients about health problems common to their particular client group, using culturally appropriate and safe communication skills
	3.4 Refer common health problems identified as part of the program to professionals and support services
	3.5 Support clients and families in accessing health care services and associated benefits as required
	3.6 Provide guidance, support and assistance to individuals and families coping with social and emotional issues according to identified needs and cultural protocols
	3.7 Reflect on own practice to enhance understanding
4. Monitor and evaluate health promotion program	4.1 Evaluate health promotion and community development program against criteria that reflect identified community health objectives
	4.2 Monitor and evaluate community health outcomes
	4.3 Collect, document and interpret data to contribute to the evaluation of health programs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	4.4 Seek to identify program strengths as well as areas for improvement as a basis for continual enhancement of health outcomes
	4.5 Communicate outcomes of the evaluation to relevant stakeholders to guide future activities in the delivery of health promotion and health services to the community
	4.6 Seek feedback on program effectiveness and provide to community and organisational representatives
	4.7 Prepare reports from data collected and provide to management in line with organisational guidelines
	4.8 Maintain client and community confidentiality in line with organisational and community requirements
	4.9 Support ongoing community development strategies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Numeracy	• in order to adapt, develop and monitor financial resources • in order to develop key performance indicators and corresponding measures • in order to collect, analyse and report on numerical data collected

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for HLTAHW023 Plan, develop and evaluate health promotion and community development programs

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned and delivered at least one primary health care promotion and community development program to Aboriginal and/or Torres Strait Islander communities, including:
  - assessing community health needs
  - identifying strategies, goals, activities and key performance indicators
  - observing, obtaining and interpreting client information in relation to health issues, behaviour and health services
  - developing a health promotion plan in consultation with key stakeholders
  - preparing a proposal/submission for funding and resources
  - ensuring the program addresses specific client and community needs for guidance, support and information
  - ensuring delivery is consistent with community needs, values and beliefs

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  - communicating with and seeking feedback from clients, colleagues, community members and other agencies and negotiating with them as required
- evaluated at least one health promotion and community development program against identified goals and performance criteria by:
  - collecting feedback from community and staff implementing the program
  - analysing feedback against identified goals and performance criteria
  - reporting on outcomes of evaluation to community and the organisation
  - identified areas for improvement in the program.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of clients
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- basic understanding of community development theory
- health promotion programs relevant to the area/region/community
- social determinants that impact on health issues for the relevant community
- The Ottawa Charter for Health Promotion
- program planning cycle
- familiarity with a range of conditions, diseases and disorders
- effective strategies to monitor and manage identified health problems in line with community needs and sensitivities
- features of chronic illness, including:
  - complex causality
  - multiple risk factors
  - long latency periods
  - a prolonged course of illness
  - functional impairment or disability

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- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
  - cardiovascular disease
  - diabetes
  - cancer
  - chronic respiratory disease
  - chronic kidney disease
  - asthma
  - arthritis
  - oral disease
- impact of chronic conditions on major body organs and systems
- groups at high risk of chronic condition
- determinants of chronic condition, including:
  - smoking
  - physical activity
  - nutrition
  - alcohol intake
  - use of illicit drugs
  - obesity, weight and waist circumference
  - unsafe sexual practices
  - genetic factors
- treatment and management of chronic conditions, including:
  - working in collaboration with clients, family and significant others to promote self management as far as possible
  - medication
  - surgery
  - regular exercise
  - good nutrition
  - cessation of smoking
  - cessation or moderation of alcohol use
  - cessation of illicit drug use
- regular screenings for changes in disease presentation and detection of other diseases
- how to contact and access health and support services available in the region
- linkages between conditions such as diabetes and eye health, nutrition and hearing, etc.
- occupational health and safety practices and procedures relevant to the work
- principles of adult education
- evaluation methodology.

Assessment Conditions

Skills must be demonstrated working:

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- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID003 Provide first aid

Modification History

Release	Comments
Release 6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 5	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 4	Updated mapping information. Equivalent outcome.
Release 3	Updated mapping information.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer’s instructions 2.7 Monitor the casualty’s condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
4. Evaluate the incident and own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 5	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 4	Updated mapping information. Equivalent outcome.
Release 3	Updated mapping information.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Performance Evidence

e candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:

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  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least two simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - conducted a visual and verbal assessment of the casualty
  - demonstrated safe manual handling techniques
  - post-incident debrief and evaluation
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  - respiratory distress, including asthma
  - shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements

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  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
  - how to conduct a visual and verbal assessment of the casualty
- principles and procedures for first aid management of the following scenarios:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - fractures
  - febrile convulsions
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including strains and, sprains
  - stroke

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  - unconsciousness
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID006 Provide advanced first aid

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 3	Updated mapping information. Equivalent outcome.
Release 2	Minor changes to formatting to improve readability.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA412A Apply First Aid. New evidence requirements for assessment. Removal of pre-requisite unit.

Application

This unit describes the skills and knowledge required to provide an advanced first aid response, including management of the incident and other first aiders, until the arrival of medical or other assistance.

The unit applies to workers who may be required to provide, coordinate and manage a first aid response across a range of complex situations, including community and workplace settings.

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Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services 1.5 Deploy resources to appropriate locations as required in line with workplace procedures
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer’s instructions 2.7 Monitor the casualty’s condition and respond in accordance with first aid principles

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
3. Coordinate first aid activities until arrival of medical assistance	3.1 Identify available resources required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate 3.2 Deploy correct amount of required resources to appropriate locations in an effective manner to ensure timely arrival 3.3 Document the provision of resources and recommend modifications as required 3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures 3.5 Coordinate evacuation of casualties according to relevant evacuation procedures 3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4. Communicate details of the incident	4.1 Accurately convey incident details to emergency response services 4.2 Report details of incident in line with organisational policies 4.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
5. Evaluate the incident and own performance	5.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 5.2 Participate in debriefing to address individual needs 5.3 Evaluate management of the incident and develop an action plan in consultation with relevant parties 5.4 Review contingency planning to identify and select alternative management principles and procedures as required

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID006 Provide advanced first aid

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 3	Updated mapping information. Equivalent outcome.
Release 2	Minor changes to formatting to improve readability.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA412A Apply First Aid. New evidence requirements for assessment. Removal of pre-requisite unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- followed DRSABCD in line with ARC guidelines, including:

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  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - performed at least 2 minutes of Bag-valve-mask ventilation and at least 2 minutes of compression during a two rescuer procedure on an adult resuscitation manikin placed on the floor
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed the prompts of a Automated External Defibrillator (AED)
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - conducted a visual and verbal secondary survey assessment of the casualty
  - assessed vital signs (respirations, pulse and temperature)
  - communicated effectively with a first aid team providing direction and coordination of other first aiders
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
- applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - conducted a basic triage for multiple casualty incident
  - envenomation (using pressure immobilisation)
  - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation principles)
  - head, neck and spinal injuries (using immobilisation principles)
  - respiratory distress - including asthma
  - seizures - including epilepsy
  - shock
- located and interpreted workplace policies and procedures

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC guidelines relevant to provision of CPR and first aid
  - guidelines of Australian national peak clinical bodies
  - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - capabilities of emergency management services
  - consent
  - duty of care requirements
  - importance of debriefing
  - own skills and limitations
  - legal requirements of administration of medication and the rights and responsibilities of the First Aider in the workplace regarding medication
  - privacy and confidentiality requirements
  - respectful behaviour towards a casualty
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - assessment and interpretation of vital signs, including respirations, temperature and pulse
  - chain of survival
  - how to conduct a visual and verbal secondary survey assessment of casualty
  - priorities of management in first aid when dealing with life-threatening conditions
  - procedures for dealing with casualties who are aged or infirmed
  - procedures for dealing with major and minor accidents in the workplace
  - procedures when providing first aid to children
  - standard precautions
- principles and procedures for first aid management of the following scenarios, including complications:
  - abdominal injuries
  - allergic reaction

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  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns, including thermal, chemical, friction and electrical
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - drowning
  - emergency childbirth
  - envenomation
  - environmental impact including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - febrile convulsions
  - head, neck and spinal injuries
  - levels of consciousness
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - skin injuries
  - soft tissue musculoskeletal, including injuries including sprains, strains, dislocations and fractures
  - stroke
  - substance misuse, including common drugs and alcohol, including illicit drugs
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest, skeleton, joints and muscles
  - response/level of consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

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- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device.
- bag-valve-mask
- eye patch
- placebo bronchodilator and spacer device
- roller bandages
- thermometer
- triangular bandages
- workplace first Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID011 Provide First Aid

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3. Assess the casualty and recognise the need for first aid response. 1.4. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance ARC guidelines. 2.2. Provide first aid in accordance with established first aid principles. 2.3. Display respectful behaviour towards casualty. 2.4. Obtain consent from casualty where possible. 2.5. Use available resources and equipment to make the casualty as comfortable as possible. 2.6. Operate first aid equipment according to manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.

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3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Complete applicable workplace or site documentation, including incident report form. 3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID003 Provide first aid

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID011 Provide First Aid

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
  - minor wound cleaning and dressing
  - nosebleed
  - shock

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- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally

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  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening and life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, strains and sprains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device

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- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTFA211A Provide basic emergency life support

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFA201B Provide basic emergency life support	HLTFA211A Provide basic emergency life support	Significant changes to Required Skills and Knowledge. Changes to Range Statement and some performance criteria. Evidence guide updated

Unit Descriptor

Descriptor This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only

Application of the Unit

The skills and knowledge described here enable a first aider to provide an initial response to an emergency in line with practised actions, Australian Resuscitation Council (ARC) Guidelines, guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations.

Application should be contextualised as required to reflect workplace and community requirements relating to specific risks and hazards and associated injuries.

Training Package users should ensure that implementation is consistent with State/Territory requirements for currency.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond in an emergency situation	1.1 Recognise emergency situation and identify *hazards* to health and safety of self and others 1.2 Minimise immediate risk to self and casualty health and safety by controlling any hazard in accordance with work health and safety requirements 1.3 Assess casualty and identify injuries, illnesses and conditions 1.4 Assess the need for assistance
2. Apply identified first aid procedures	2.1 Reassure casualty in a caring and calm manner and make comfortable using available resources 2.2 Determine and explain relevant first aid procedures to provide comfort 2.3 Seek consent from casualty prior to applying first aid management 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.5 Use *identified first aid procedures* as required in accordance with established first aid principles, ARC Guidelines, guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Use safe manual handling techniques as required
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to circumstances 3.2 Accurately convey observation of casualty's condition and management activities to ambulance services/relieving personnel 3.3 Adopt a communication style to match the casualty's level of consciousness 3.4 Accurately assess and report details of casualty's physical condition, changes in condition, management and responses to management in line with established procedures 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert* 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents 4.3 Participate in debriefing/evaluation to improve future response and address individual needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

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REQUIRED SKILLS AND KNOWLEDGE

manage contingencies in the context of the identified work role

This includes knowledge of:

- ARC guidelines, guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations, including requirements for currency
- Awareness of stress management techniques and available support
- Basic anatomy and physiology relating to:
  - absence of:
    - normal breathing
    - response/consciousness
  - choking/airway obstruction
  - severe bleeding
  - shock
- Chain of survival
- Duty of care requirements
- First aid procedures for:
  - airway management
  - bleeding control
  - care of unconscious
  - casualty that is unresponsive/unconscious and not breathing normally
  - chest pain
  - infection control as it relates to standard precautions
  - respiratory distress, including asthma
  - severe allergic reaction
  - shock
- How to access emergency response support services/personnel
- Need to be culturally aware, sensitive and respectful
- Own skills and limitations
- Privacy and confidentiality requirements
- Relevant workplace hazards
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Assess vital signs and response of casualty

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REQUIRED SKILLS AND KNOWLEDGE

- Call an ambulance and/or medical assistance, according to circumstances and report casualty's condition
- Demonstrate first aid casualty management principles:
  - assess and minimise danger
  - check for response
  - maintain casualty's airway, breathing and circulation
- Demonstrate:
  - consideration of the welfare of the casualty
  - control of external bleeding
  - correct procedures for CPR on a resuscitation manikin (i.e. as per units HLTCPR211A Perform CPR)
  - implementation of standard precautions
  - safe manual handling of casualty
- Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment
- Plan an appropriate first aid response in line with established first aid principles, ARC Guidelines and guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations and respond to contingencies in line with own skills
- Report details of emergency incident and first aid provided

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge and essential skills
- Competence should be demonstrated working individually and as part of a first aid team.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of knowledge and skills is to be demonstrated in line with ARC Guidelines, guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations

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EVIDENCE GUIDE

Context and resources required for assessment:	• For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines • Demonstration of first aid procedures for severe bleeding must be demonstrated using standard precautions and first aid equipment including trauma dressings
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
Related unit:	• This unit stands alone and incorporates the content of unit HLTCPR211A Perform CPR

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Condition of the casualty must include, but is not limited to:	• Severe bleeding
	• Absence of:
	  • Response/conciousness
	  • Normal breathing
	• Choking/airway obstruction
	• Severe allergic reaction

*Identified first aid procedures **must** include*:	• Airway management • Cardiopulmonary Resuscitation (CPR) • Control severe bleeding • Provide assistance with self-administered medications, such as auto-injector, bronchodilator and space device in line with State/Territory legislation and regulations and and any available medical/pharmaceutical instructions • Care of the unconscious person
Resources and equipment are used appropriate to the risk to be met and may include:	• AED (if available) • Auto-injector • Bronchodilator and space device • First aid kit • Resuscitation mask or barrier
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Appropriate clinical expert may include:	• Ambulance officer/paramedic • Appropriately qualified health care professional

Unit Sector(s)

Not Applicable

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HLTINF004 Manage the prevention and control of infection

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to develop, implement and monitor infection prevention and control systems and procedures in work contexts where health and personal care services are provided.

This unit applies to people working in roles with managerial responsibilities for infection prevention and control in small to medium sized organisations. There may or may not be a team of workers involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Establish framework for infection prevention and control	1.1 Access and interpret legislation, regulations and codes of practice for infection prevention and control
	1.2 Collate and evaluate information on workplace requirements for infection prevention and control
	1.3 Evaluate current policies, systems and procedures for compliance and quality

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Consult with relevant colleagues on infection prevention and control issues and requirements
	1.5 Develop and document infection prevention and control systems and procedures, including record keeping and reporting systems
	1.6 Define and allocate infection prevention and control responsibilities
2. Establish procedures for hazard identification and risk control	2.1 Establish hazard identification and risk assessment tools
	2.2 Develop workplace processes for risk control
	2.3 Ensure risk controls and hazard specific procedures are consistent with the hierarchy of control
	2.4 Put in place incident reporting and investigation procedures
	2.5 Document hazard identification and risk assessment systems and procedures
3. Implement and monitor infection prevention and control practices	3.1 Communicate infection prevention and control systems, procedures and responsibilities to relevant colleagues
	3.2 Support implementation by facilitating resources and training
	3.3 Monitor day to day effectiveness of infection prevention and control procedures and address issues of concern
4. Evaluate infection prevention and control performance	4.1 Assess infection prevention and control systems against compliance requirements
	4.2 Review incidents as key sources of information
	4.3 Seek feedback on systems and procedures from relevant colleagues
	4.4 Identify and action improvements to systems and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) *that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTINF004 Manage the prevention and control of infection

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- developed compliant infection prevention and control systems and procedures for at least 1 work environment:
  - accessed and analysed compliance and workplace information
  - developed and documented systems and procedures for:
    - hazard identification and risk control
    - personal hygiene
    - use of personal protective equipment
    - handling and transport of potentially infectious material
    - limitation of contamination
    - cleaning and maintenance
  - communicated responsibilities to relevant people
- monitored infection prevention and control systems and procedures for at least 1 work environment and responded to problems

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

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- key features of infection prevention and control regulation and guidelines and compliance requirements:
  - Australian standards
  - government guidelines
  - manufacturer documentation
- principles and processes of planning
- systems and procedures needed to meet compliance and quality requirements for infection prevention and control:
  - work processes and precautions
  - hazard identification and risk control
  - monitoring and evaluation
  - reporting processes and hierarchies
  - training requirements
- links between infection prevention and control systems and other management systems:
  - work health and safety
  - work organisation
  - human resource management
- for the specific work environment:
  - ways the infections are spread
  - types of hazards and risks
  - control methods
- sustainability considerations for development of infection prevention and control systems and procedures

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - facilities and equipment used in the candidate’s place or intended place of work
  - current infection prevention and control regulations and standards
- modelling of industry operating conditions, including presence of real or simulated risks and hazards to which the candidate responds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTPOP402C Assess readiness for and effect behaviour change

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit recognises the importance of behaviour as a health determinant within the context of broader social determinants of health It aims to develop skills to analyse behaviour that impacts health and ways in which to reinforce or change them to promote health

Application of the Unit

Application	Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify *behaviour* that impacts negatively on health and assess readiness for change	1.1 Demonstrate an understanding of social determinants of health and specific influences on individual's behaviour 1.2 Demonstrate an understanding of environmental factors that restrain change 1.3 Identify behavioural health determinants 1.4 Assess motivation, commitment and confidence levels to change attitudes, beliefs and behaviour in collaboration with other team members and or/ stakeholders 1.5 Reinforce positive beliefs and behaviour 1.6 Consider unintended consequences of desired behaviour and incorporate into the plan
2. Develop and implement plan for behaviour change	2.1 Factor into the plan the contribution existing *organisations* and *infrastructure* can make towards facilitating individual behaviour change 2.2 Fully explore the opportunity for collaborative partnerships to implement the plan 2.3 Identify pro-active strategies to support behavioural change based on behaviour change models, research available and consultations with experts and/or stakeholders 2.4 Document a plan and implement in consultation with the individual involved 2.5 Construct an evaluation plan/strategy in consultation with the individual involved

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and review progress	3.1 Identify the most appropriate methods of data collection for recording behaviour 3.2 Collect, summarise and review data related to individual behaviour 3.3 Assess changes in behaviour in collaboration with the individual involved and other experts as may be necessary 3.4 Assess effectiveness of plan in collaboration with other experts and/or stakeholders 3.5 Publish and report results of behaviour change strategies in relevant form

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Adult education principles
- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Social determinants of health
- The relationship between attitudes, knowledge and lifestyle factors and behaviour

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REQUIRED SKILLS AND KNOWLEDGE

- The relationship between individual behaviour and health outcomes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal
- Determine the impact of knowledge, values and environmental / cultural and lifestyle factors on behaviour
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify individual behaviours that impact on health outcome
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consideration should be given to assessing consistency of performance over a period of time

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the classroom environment
- Assessment may contain a theoretical emphasis.
- Access to:
  - a range of government and non government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - organisation policies and procedures

Method of assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in facilitating learning and individual behaviour change

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EVIDENCE GUIDE

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Individual behaviours that influence health outcome may include:	• Diet • Physical activity • Alcohol consumption • Drug intake • Stress mediating activities • Smoking
Selected behaviour change models may include but are not restricted to:	• Health belief model • Behaviour change models • Motivational change models • Social cognitive model • Theory of planned behaviour
Sources of information for the relationship between individual behaviour and health outcome may include:	• Literature from population health and related disciplines such as published books, papers and reports • Demographic data and information • Socio-economic data and information • Data and information from health research and health studies • Expert informants • National, state and local health policy documents and implementation guidelines

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RANGE STATEMENT

Organisations may include	• Divisions of population health or public health units • Community health services • Specific programs • Local government services • Aboriginal health Services • Non government health promotion programs e.g. Cancer Council, Heart Foundation, Asthma Association
Infrastructure may include:	• Transport routes • Recreational facilities
A range of resources may include:	• Print • Electronic resources • Workshops
Contextual influences on individual health may include the following:	• Socioeconomic status • Age • Education level • Ethnic background • Geographical location • Disability • Sexual identity • Early childhood experience and environment • Housing security • Access to transport • Employment status

Unit Sector(s)

Not Applicable

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HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Follow safe work practices	1.1 Follow workplace policies and procedures for safe work practices 1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures 1.3 Follow workplace emergency procedures
2. Implement safe work practices	2.1 Identify and implement WHS procedures and work instructions 2.2 Identify and report incidents and injuries to designated persons according to workplace procedures 2.3 Take actions to maintain safe housekeeping practices in own work area
3. Contribute to safe work practices in the workplace	3.1 Raise WHS issues with designated persons according to organisational procedures 3.2 Participate in workplace safety meetings, inspections and consultative activities 3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area
4. Reflect on own safe work practices	4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area 4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Reading* – in order to accurately read and interpret workplace safety policies and

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procedures including safety signs, dangerous goods classifications and safety instructions

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTWHS001 Participate in workplace health and safety

Modification History

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Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a WHS meeting or inspection in workplace
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role
- followed workplace procedures for reporting hazards
- followed workplace procedures for a simulated emergency situation.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of employers and workers, including duty of care
  - hazardous manual tasks
  - infection control
- safety signs and their meanings, including signs for:
  - dangerous goods classifications
  - emergency equipment
  - personal protective equipment (PPE)
  - specific hazards such as sharps, radiation
- hazard identification, including:
  - definition of a hazard
  - common workplace hazards relevant to the industry setting
  - workplace procedures for hazard identification
- workplace emergency procedures
- workplace policies and procedures for WHS

Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

In addition, assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTWHS003 Maintain work health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of supervisor and/or line manager.

Application

This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team.

This unit applies to workers who have a key role in maintaining WHS in an organisation, including duty of care for other workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Contribute to workplace procedures for identifying hazards and controlling risks	1.1 Identify existing and potential hazards and record them according to workplace procedures 1.2 Contribute to the development of strategies for implementing risk controls in line with workplace procedures and policies 1.3 Implement risk controls in line with the hierarchy of risk control and workplace and legislative requirements 1.4 Identify and report issues with risk controls, including residual risk, in line with workplace and legislative requirements
2. Implement policies and procedures into work team processes	2.1 Regularly provide information about WHS policies and procedures to the work team 2.2 Provide information about identified hazards and the outcomes of risk assessment and risk controls to the work team 2.3 Monitor housekeeping practices to ensure that WHS policies and procedures are followed 2.4 Maintain WHS incident records in the work area according to workplace procedures and legislative requirements
3. Support consultation, cooperation and communication	3.1 Support workplace consultative procedures by encouraging work team participation in consultative activities 3.2 Report health and safety issues in line with workplace procedures and legislative requirements 3.3 Encourage and assist work team members to contribute to WHS

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Written communication* – in order to complete a workplace risk assessment and complete a workplace incident report in line with regulatory guidelines and organisational policies
- *Oral communication* – in order to accurately present information to a small group of at least two participants

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Unit Mapping Information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTWHS003 Maintain work health and safety

Modification History

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Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of supervisor and/or line manager.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
  - identification of hazards and potential hazards
  - risk assessment
  - strategies for minimising risk, and
  - analysis of residual risk
- provided WHS information to at least two workers, including:
  - explanation of WHS policies and procedures
  - demonstration of safe housekeeping practices
  - correct use of personal protective equipment (PPE)

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- consistently monitored safety procedures in the day-to-day work activities required by the job role
- completed a workplace incident report
- followed workplace procedures for a simulated emergency situation

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care
  - legislative requirements for record-keeping and reporting
  - regulatory requirements relevant to the particular industry/type of work site
  - hazardous manual tasks
  - infection control
- Hazards common to the work environment and how they cause harm
- Principles of hazards and risk assessment, including:
  - hazard identification procedures
  - risk assessment process
  - residual risk
  - risk controls
  - hierarchy of control
- Workplace emergency procedures
- Workplace policies and procedures for WHS.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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Assessment must ensure use of:

- current workplace policies and procedures for WHS.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTWHS004 Manage work health and safety

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of managers and/or persons conducting a business or undertaking (PCBUs).

Application

This unit describes the skills and knowledge required to establish, maintain and evaluate work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements.

This unit applies to workers who have responsibility for WHS as part of their role, including workers with obligations under WHS legislation, persons conducting a business or undertaking (PCBUs), or their officers (as defined by relevant legislation).

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish work health and	1.1 Access and interpret legislation, regulations, code

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
safety practices	of conduct and workplace policies and procedures for WHS
	1.2 Develop procedures for ongoing hazard identification, and assessment and control of associated risks
	1.3 Ensure risk controls and hazard-specific procedures are consistent with the hierarchy of control and are monitored to support compliance with legislative and regulatory requirements
	1.4 Identify requirements for expert WHS advice, and request this advice as required
2. Facilitate consultation, cooperation and communication	2.1 Develop and provide consultative WHS activities to provide advice in relation to work health and safety issues
	2.2 Monitor processes for ensuring that workers have an opportunity to contribute feedback on health and safety issues
	2.3 Document outcomes of consultation and communicate to workers
	2.4 Develop and implement processes to ensure that responsibilities and duties are documented and accountability processes are in place
	2.5 Implement and monitor training programs to ensure identified WHS training requirements are addressed, including induction process
3. Monitor compliance with risk control processes	3.1 Develop WHS record-keeping policies and procedures and provide information to workers
	3.2 Monitor hazard, incident and injury reporting processes to meet legislative requirements and to inform future prevention strategies
	3.3 Evaluate WHS record-keeping policies and procedures for compliance with legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
4. Evaluate and maintain WHS	4.1 Determine WHS priorities in consultation with work group 4.2 Develop a WHS action plan taking account of priorities and training needs 4.3 Identify potential barriers to improvement 4.4 Establish processes to monitor achievement against the plan and update plans as required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Written communication* – in order to complete a workplace risk assessment and develop a WHS action plan in line with regulatory guidelines and organisational policies
- *Oral communication* – in order to accurately present information to a small group of at least two participants

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTWHS004 Manage work health and safety

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of managers and/or persons conducting a business or undertaking (PCBUs).

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
  - identification of hazards and potential hazards
  - risk assessment
  - evaluation of policy/procedure in line with state/territory legislation and industry guidelines
  - development of risk controls and measures
- conducted the following consultative activities with at least two workers:
  - information session about workplace policies and procedures, including demonstration of personal protective equipment (PPE) where required for the job role
  - consultative discussion regarding outcomes of a workplace risk assessment, including risk controls and measures developed as part of the risk assessment process

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- monitored workplace compliance with WHS procedures
- developed a WHS action plan, including strategies for monitoring and review
- coordinated workplace procedures for a simulated emergency situation.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care
  - legislative requirements for record-keeping and reporting
  - due diligence and general duty requirements
  - regulatory requirements relevant to the particular industry/type of work site
  - legislative requirements for consultation
  - hazardous manual tasks
  - infection control
- hazards common to the work environment and strategies for minimisation
- requirements for WHS policies, including:
  - hazard, incident and injury reporting
  - hazard identification, risk assessment and control
  - human resources policies and procedures
  - consultation and participation
  - incident investigation and record-keeping
  - quality system documentation
  - designated person/s for raising issues
  - workplace support services
  - use of personal protective equipment (PPE)
  - emergency procedures
- principles of hazard and risk management, including:
  - risk analysis
  - hazard identification procedures
  - hierarchy of control and its application
  - principles of risk assessment
  - examples of health and safety benchmarks
  - principles of safe design processes

Assessment Conditions

Skills must be demonstrated in the workplace.

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In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

In addition, assessment must ensure use of:

- current workplace policies and procedures for WHS

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTWHS005 Conduct manual tasks safely

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to recognise potentially hazardous manual tasks, and then to prepare for and complete those tasks in a safe manner.

This unit applies to all workers involved in manual handling tasks.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice. The Hazardous manual tasks code of practice applies to this work.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify manual tasks involving risk	1.1 Recognise manual tasks that may involve risk to self or others 1.2 Identify risk factors that make the manual task hazardous 1.3 Determine the nature and extent of the risk 1.4 Follow organisation procedures for controlling

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	hazardous manual tasks
2. Prepare for manual tasks	2.1 Prepare workplace layout and environment according to organisation procedures
	2.2 Organise task and workflow appropriately
	2.3 Prepare and package loads for movement, taking account of specific requirements for different materials and organisation procedures
	2.4 Select and use personal protective equipment appropriate to the task
	2.5 Ensure task is within personal capabilities
3. Complete manual tasks	3.1 Use appropriate posture and handling techniques to reduce muscle load on exertion
	3.2 Select, adjust and use mechanical aids and handling devices according to manufacturers instructions
	3.3 Pace and schedule tasks according to procedures
4. Contribute to safe work practices	4.1 Identify hazardous manual tasks and report to supervisor according to organisation procedures
	4.2 Follow organisation procedures for reporting symptoms of injury or actual injury to self and others
	4.3 Participate in workplace safety activities and contribute to the improvement of manual tasks
	4.4 Contribute to risk management approach to reduce risks from manual tasks

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and

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employment skills) that are essential *to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTWHS005 Conduct manual tasks safely

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- followed legally compliant workplace procedures to prepare for and complete at least 3 different manual tasks relevant to the work role
- contributed to a consultation process about improving manual handling safety

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- key information from work health and safety (WHS) regulations relating to manual tasks and national code of practice
- role and responsibilities of the employer and employees in relation to manual handling safety
- ways in which individual workers are involved in consultation about workplace health and safety
- reporting mechanisms required for workplace injury and compensation claims
- key aspects of the risk management approach to manual tasks
- risk factors and potential sources of risks of hazardous manual tasks:
  - repetition

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    - forces
    - postures
    - vibration
    - systems of work
- types of manual task activity and the types of injuries that can result
- the relationship between the human body and risk of injury from performing manual tasks
- functions of the human body:
    - basic function of the spine
    - body postures
    - types of muscles
    - principles of levers
- manual handling techniques that support safe work practice:
    - preparing the load/client
    - preparing the environment
    - using the stronger muscles in the legs where possible, rather than spinal muscles
    - maintaining a neutral spine when lifting and carrying
    - using two hands to lift or carry
    - keeping the load close to the body/centre of gravity
    - avoiding lifting objects above shoulder height
    - minimising repetitive movements
    - positions not held for long periods of time
    - avoiding twisting by repositioning feet whilst turning
- types and operational features of mechanical aids, tools and equipment

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - compliant workplace procedures
    - materials, loads and equipment as required by the individual workplace
- modelling of industry operating conditions, including:
    - presence of hazards
    - integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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ICTDBS409 Monitor and administer a database

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage databases including start up, operation, testing, monitoring and maintenance, in accordance with organisational requirements.

It applies to individuals employed as database support staff who are required to maintain a database, monitor its performance and access, as well as to administer its security.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Database

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Start up a database	1.1 Configure the system for a database start-up 1.2 Monitor the database start-up and operation for irregularities
2. Manage the database	2.1 Take action to ensure that a data dictionary has been compiled and that data structures are in place 2.2 Maintain data integrity constraints, according to business requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Create and design indexes, and multiple-field keys, according to business requirements 2.4 Monitor the locking options chosen for the database 2.5 Confirm that recent backups of the database have been stored, and that backups can be retrieved as a full working copy 2.6 Monitor data storage space for ongoing viability, and resize as needed 2.7 Update the data according to organisational guidelines
3. Manage database access	3.1 Allocate or remove access privileges according to user status 3.2 Monitor network server log-in log file for illegal log-in attempts, or for security breaches 3.3 Manage system resources in the context of database administration
4. Document database maintenance tasks	4.1 Document changes to database start-up procedures 4.2 Itemise database management structures 4.3 File authorisations for access changes 4.4 Detail the procedures for monitoring log files 4.5 Record the procedures to manage systems resources

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.5, 3.2	• Analyses textual information to determine start-up and operation irregularities
Writing	2.7, 4.1, 4.2, 4.4, 4.5	• Uses appropriate language and required format for updating data, and presenting information in technical and business documents
Oral Communication	2.5, 3.1	• Uses active listening and questioning skills when determining status of periodic tasks and activities
Navigate the	2.7	• Follows organisational requirements for updating

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world of work		data
Get the work done	All	• Monitors actions against stated goals during compilation of data dictionary and data structures, and when managing a database, according to business requirements • Uses a formal decision-making process, setting or clarifying goals, gathering information, and identifying, and evaluating several choices against a limited set of criteria • Understands key principles and concepts underpinning the design, and operation of digital systems and tools

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTDBS409 Monitor and administer a database	ICADBS409A Monitor and administer a database	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTDBS409 Monitor and administer a database

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- configure a database start-up
- confirm data integrity
- monitor data storage requirements for database
- update data
- update database access.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline backup and recovery methodologies
- explain the architectural design of relational databases
- explain the concept of database security
- outline the process involved in the selection and use of appropriate database management tools
- explain the principles of structured query language (SQL)
- outline the tasks involved in database administration
- outline the tuning methodologies.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the database field of work, and include access to:

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- industry software packages
- a live database, preferably on a local area network (LAN) on which there is a server that offers log-in functionality.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT103 Use, communicate and search securely on the internet

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to connect to the internet, securely send and receive emails, search the internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites.

It applies to individuals who use business technology to perform a range of routine tasks in the workplace or home office with limited responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Connect to and access the internet	1.1 Connect to internet via existing internet connection and confirm functionality 1.2 Open internet browser and set home page of personal choice by setting internet options 1.3 Ensure internet browser software security 1.4 Adjust display of the internet browser to suit personal requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Modify toolbar to meet user and internet browser needs 1.6 Access a particular website, note privacy and other conditions of use, and retrieve data 1.7 Use socially responsible behaviour when sharing information on the internet 1.8 Enter uniform resource locator (URL) in address line of internet browser
2. Use email for communications	2.1 Open email application package, create new email message and add addressees 2.2 Compose text of an email message according to organisational guidelines, and spell check and edit text as required 2.3 Create and add an automatic signature for the user 2.4 Attach files to email message where required 2.5 Determine and set priority and send email message 2.6 Reply to and forward a received message using available features 2.7 Open and save an attachment to the relevant folder 2.8 Search for, sort and save email message using available settings 2.9 Adjust email accounts to restrict and quarantine possible email security problems 2.10 Print email message as required
3. Search the internet	3.1 Review organisational guidelines on internet access 3.2 Open internet application and locate and access a search engine on the internet, and define search expressions based on data required 3.3 Enter appropriate key words into the search engine to locate desired information 3.4 Refine a search depending on outcomes of original search 3.5 Save search expression results and present them in a report according to information requirements 3.6 Create a bookmark within the internet browser or a link for the required web page for the key results 3.7 Save key results in a bookmark folder 3.8 Modify internet browser options for printing and print a

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ELEMENT	PERFORMANCE CRITERIA
	web page 3.9 Close internet browser
4. Access and use consumer specific sites on the internet	4.1 Identify, access and review information specific sites to gain consumer information 4.2 Identify and use internet application sites to lodge details and gain access and information 4.3 Access and use online forms on the internet
5. Undertake online transactions	5.1 Access online transaction site 5.2 Ensure security of transaction site 5.3 Enter required information into fields on merchant's website 5.4 Ensure pop-up dialog boxes, prompts or feedback mechanisms are completed 5.5 Enter, check and make changes to preferred transaction options 5.6 Complete online transaction 5.7 Record and archive receipts according to business processes 5.8 Close down and leave transaction process
6. Conduct an advanced search	6.1 Use search tools and advanced search features 6.2 Use Boolean search techniques when required to enhance the search 6.3 Use multiple or meta-search tools with a range of key words 6.4 Use search engines particular to a field of knowledge to refine the outcome 6.5 Access related virtual community sites and newsgroups, and note their objectives and operational arrangements 6.6 Conduct a search with domain names to refine the search
7. Use information that has been located	7.1 Cross reference information found by using several websites to determine accuracy of information 7.2 Check date that website was last updated or properties of website to determine currency of information 7.3 Determine website authority by looking at copyright statements, privacy statements and organisational information 7.4 Save and print information found in different file forms

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 1.6, 2.1, 2.6-2.8, 3.1, 3.2, 4.1-4.3, 5.1, 5.2, 5.4, 5.5, 6.5, 7.1-7.3	• Interprets textual information and instructions to efficiently undertake the task
Writing	2.1-2.3, 3.5, 5.3, 5.4, 5.7	• Uses required format to accurately enter information specific to requirements • Composes short and specific messages using format, grammar and language appropriate to audience
Navigate the world of work	1.7	• Understands main responsibilities and boundaries of own role
Get the work done	1.1-1.8, 2.1, 2.3-2.10, 3.2-3.9, 4.1-4.3, 5.1-5.8, 6.1-6.6, 7.4	• Plans routine tasks with familiar goals and outcomes, taking limited responsibility for decisions regarding sequencing • Understands the purpose and specific functions of common digital tools used in work contexts • Recognises and responds to common operational problems when using web browsers • Takes responsibility for routine low-impact decisions within familiar situations • Implements basic security requirements related to own tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT103 Use, communicate and search securely on the internet	ICAICT103A Use, communicate and search securely on the internet	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT103 Use, communicate and search securely on the internet

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- connect to and access the internet
- send and receive emails
- secure internet access and email communications
- use search tools to locate information
- use different internet search techniques
- research and select appropriate website
- undertake online transactions
- assess the accuracy, currency, authority and reliability of the site and information located.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must :

- list basic technical terminology related to reading help files and prompts
- describe the basics of copyright and privacy statements
- explain different types of messages that occur, including error messages and messages to install plug-ins
- list different types of search engines and web browsers
- list procedures for using email applications
- list procedures for evaluating and assessing the authority, reliability and authenticity of information
- outline internet search functions
- describe internet speed and traffic loads related to times of accessing the internet
- describe the makeup and structure of internet addresses

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- list organisational guidelines on internet and email use (web etiquette or netiquette)
- describe business process related to online transactions
- describe web browser update techniques
- explain what key words and bookmarks are used for.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer or digital device with internet
- search engines currently used in industry
- organisational policies on internet usage.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT203 Operate application software packages

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify, select and operate three commercial software packages, including a word-processing and a spreadsheet application package.

It applies to individuals who utilise different software applications within a small to large office environment to produce diverse documents.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use appropriate workplace health and safety (WHS) office work practices	1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are addressed 1.2 Use wrist rests and document holders where appropriate 1.3 Use monitor anti-glare and radiation reduction screens where appropriate
2. Use appropriate	2.1 Select word-processing software appropriate to perform

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ELEMENT	PERFORMANCE CRITERIA
word-processing software	activity 2.2 Identify document purpose, audience and presentation requirements, and clarify with personnel as required 2.3 Identify organisational requirements for text-based business documents, and design document structure and layout to ensure consistency of style and image 2.4 Match document requirements with software functions to provide efficient production of documents 2.5 Use technical functions, other data and formatting to finalise documents 2.6 Ensure the naming and storing of documents in appropriate directories or folders and the printing of documents to the required specifications
3. Use appropriate spreadsheet software	3.1 Select spreadsheet software appropriate to perform activity 3.2 Identify document purpose, audience and presentation requirements, and clarify with personnel as required 3.3 Enter simple formulas and functions using cell referencing where required 3.4 Customise spreadsheet settings to meet requirements 3.5 Ensure the naming and storing of documents in appropriate directories or folders and the printing of documents to the required specifications
4. Use a third application software package	4.1 Select software application package appropriate to perform activity 4.2 Identify purpose, audience and presentation requirements, and clarify with personnel as required 4.3 Use technical functions, other data and formatting to finalise documents 4.4 Ensure documents are named and stored in appropriate directories or folders and printed to required specifications

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	2.2-2.5, 3.2-3.4, 4.2, 4.3	• Recognises and interprets textual information to determine organisational standards and job requirements • Interprets and comprehends symbols, icons and text associated with applications software
Writing	2.3-2.6, 3.3- 3.5, 4.3, 4.4	• Enters both written and verbally received information and data into a format suitable for the software application • Selects vocabulary, syntax, terminology, labelling and naming conventions suitable for the program
Oral Communication	2.2, 2.3, 3.2, 4.2	• Uses simple, relevant language, effective questioning, and active listening techniques to clarify work requirements
Numeracy	3.2-3.4	• Adds, subtracts, multiplies and divides whole numbers and decimals, identifying and selecting the correct formulas and functions to use • Applies the order of operations in calculations
Navigate the world of work	1.1	• Takes some personal responsibility for adherence to legal and regulatory requirements
Get the work done	1.2, 1.3, 2.1-2.6, 3.1-3.5, 4.1-4.4	• Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Understands purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks, adapting some functions to improve personal efficiency • Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT203 Operate application software packages	ICAICT203A Operate application software packages	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for ICTICT203 Operate application software packages

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce workplace documents using a minimum of three different software application packages
- open, amend and save files and documents according to organisational requirements
- apply workplace health and safety (WHS) principles and responsibilities for ergonomics, such as work periods and breaks
- use help manuals and online help.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify application software packages used by the organisation and list the purpose of each
- explain basic technical terminology related to reading help files and responding to system help prompts
- outline current business practices related to using software to prepare reports
- list features and functions of commercial computing packages
- describe import and export software functions
- describe the process of linking documents
- outline WHS principles and responsibilities for ergonomics, such as work periods and breaks
- explain the purpose of input and output devices.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer (PC) and printer
- software currently used in industry
- documents detailing organisational style guide and policy
- documents or information containing data suitable for developing software application documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT214 Operate application software packages

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 6.0.

Application

This unit describes the skills and knowledge required to identify, select and operate commercial software packages, including a word-processing and a spreadsheet application package.

It applies to individuals who utilise different software applications within a small to large office environment to produce diverse documents.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to operate software packages	1.1 Set up workstation according to work health and safety standards and organisational requirements 1.2 Determine word-processing software task requirements 1.3 Determine spreadsheet software task requirements 1.4 Determine software application according to task requirements 1.5 Identify document purpose, audience and presentation requirements and clarify with required personnel
2. Use word-processing software	2.1 Identify document purpose, audience and presentation requirements and clarify with required personnel 2.2 Determine text-based business document style guide

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ELEMENT	PERFORMANCE CRITERIA
	requirements 2.3 Finalise documents using software and technical functions and formatting according to task requirements 2.4 Name, save and print to a Portable Document Format (PDF) according to task requirements
3. Use spreadsheet software	3.1 Identify document purpose, audience and presentation requirements and clarify with personnel as required 3.2 Enter formulas and functions and customise spreadsheet settings according to task requirements 3.3 Name, save and print to PDF document according to task requirements
4. Use third application software package	4.1 Select software application package according to task requirements 4.2 Determine purpose, audience and presentation requirements 4.3 Use technical functions, other data and formatting to finalise document 4.4 Name, save and print to PDF document according to task requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	• Adds, subtracts, multiplies and divides whole numbers and decimals, identifying and selecting formulas and functions to use • Applies order of operations in calculations
Oral communication	• Clarifies work requirements using required language, questioning and active listening techniques
Reading	• Interprets textual information and determines organisational standards and job requirements • Identifies and applies symbols, icons and text associated with applications software
Writing	• Enters both written and verbally received information and data into a format applicable to software application • Selects vocabulary, syntax, terminology, labelling and naming conventions applicable to program
Planning and	• Plans routine tasks with goals and outcomes, taking some limited

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Skill	Description
organising	responsibility in decisions regarding sequencing
Self-management	• Follows routine procedures in using digital technology and enters, stores and retrieves information directly applicable to own role
Technology	• Identifies and evaluates purposes, specific functions and key features of basic digital systems and tools • Operates digital systems and tools in completing routine tasks and adapting some functions

Unit Mapping Information

Supersedes and is equivalent to ICTICT203 Operate application software packages.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT214 Operate application software packages

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 6.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce three workplace documents using three different software packages including word processing, spreadsheets and one additional software application package on at least one occasion.

In the course of the above, the candidate must:

- apply workplace health and safety (WHS) principles and responsibilities
- follow organisational requirements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational application software packages
- technical terminology applicable to reading help files and responding to system help prompts
- industry standard business practices applicable to preparing reports using
- features and functions of commercial computing packages and of the industry standard software
- functions and features of Portable Document Formats (PDFs)
- import and export software functions
- document linking functions
- WHS principles and responsibilities
- purpose of input and output devices.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- required hardware device
- industry standard software
- documents detailing organisational style guide and policy
- data required in developing software application documents.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT308 Use advanced features of computer applications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to use computer applications employing advanced features. It involves manipulating data and accessing support resources to solve routine problems.

It applies to individuals who have achieved a degree of autonomy as advanced information and communications technology (ICT) users, and support information technology activities in software applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manipulate data	1.1 Employ advanced features of applications in the preparation and presentation of data 1.2 Transfer data between applications, linking and embedding related data files as required 1.3 Create and employ objects, macros and templates for routine activities

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Use shortcuts and features to increase personal productivity
2. Access and use support resources	2.1 Solve routine problems using support resources 2.2 Use online help to overcome difficulties with applications 2.3 Solve problems with manuals and training booklets 2.4 Access and apply technical support for system problems, using troubleshooting results and alert messages

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1-2.4	• Identifies and interprets a variety of hard copy, online and software generated technical information containing software specific language, syntax and code to apply features and functions of applications to their fullest extent and to solve problems
Oral Communication	2.1, 2.4	• Discusses and resolves problems using technical terms and language, and effective listening and questioning techniques
Get the work done	1.1-1.4, 2.1-2.4	• Understands key principles and concepts underpinning the design and operation of digital systems and tools, and applies these when troubleshooting existing technology

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT308 Use advanced features of computer applications	ICAICT308A Use advanced features of computer applications	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for ICTICT308 Use advanced features of computer applications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use at least three computer applications employing advanced features and import and export capacities for efficiency and productivity purposes
- solve routine problems using support resources.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the basic features and functions of relevant operating systems software and system tools
- outline relevant vendor product directions in computer applications
- identify commonly available vendor applications and their features.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a site where advanced features of computer applications may be used
- computer applications currently used in industry
- documents or information containing data suitable to demonstrate advanced features of computer applications
- support resources, including online, manuals and training booklets.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTWEB201 Use social media tools for collaboration and engagement

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish a social networking presence, using social media tools and applications. It includes the requirement to review, compare, and use different types of social networking tools and applications.

It applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment, using social media tools and applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Web

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Describe the different types of social media tools and applications	1.1 Explain the characteristics of the term ‘social media’ 1.2 Identify different types of social-media tools and applications 1.3 Illustrate some of the issues associated with the use of social media tools and applications

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ELEMENT	PERFORMANCE CRITERIA
2. Compare different types of social media tools and applications	2.1 Select one social media type to review 2.2 Review the most popular tools, and applications, within that social media type 2.3 Itemise the benefits across a range of the most popular tools and applications 2.4 Select the most appropriate social media tool or application
3. Set up and use, popular social media tools and applications	3.1 Identify the social media tools and applications available for possible implementation 3.2 Initiate the preferred social media tools, and applications, for use 3.3 Establish the social media interface, using text and file content 3.4 Initiate social networking interaction 3.5 Test and evaluate tools, and applications, for ease of use 3.6 Present the findings

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.2	• Extract the relevant information from technical and organisational documents
Writing	1.1, 2.2, 2.3, 3.3, 3.4, 3.6	• Develop the content in a manner that supports and conveys information, using the appropriate structures and specialised language
Navigate the world of work	1.3	• Understands legal and ethical responsibilities, regarding the use of social media tools
Get the work done	2.1, 2.2, 2.4, 3.1, 3.2, 3.5, 3.6	• Makes routine decisions and implements standard procedures for routine tasks • Understands the purposes, specific functions, and the key features of common digital systems and tools, and operates them effectively to complete routine tasks

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Unit Mapping Information

Code and title **current version**	**Code and title** **previous version**	**Comments**	**Equivalence status**
ICTWEB201 Use social media tools for collaboration and engagement	ICAWEB201A Use social media tools for collaboration and engagement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTWEB201 Use social media tools for collaboration and engagement

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify different types of social media tools and applications, and the issues associated with their use
- access the internet, set up a social networking presence and upload and link a wide variety of files
- use and evaluate social media tools and applications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list basic technical terminology in relation to social networking, social media applications, and tools
- outline basic methods of uploading images, text files, portable document format (PDF) files, audio files, video files, and link the associated files
- state the features, and functions, of social media applications
- list import and export software functions
- explain how to link documents
- explain the process of tagging, in order to facilitate collaborative folksonomy
- list social media applications and procedures, for connecting to social networking sites
- identify and describe, input and output devices
- describe, and use, really simple syndication (RSS) feeds to connect a social network.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- a personal computer (PC) and printer
- the internet
- social-media tools and applications
- online instructional documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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MARO003 Transmit and receive information by the global maritime distress and safety system

Modification History

Release 2. Change to RoC to include current terminology Mapping information has been corrected.

Release 1. New unit of competency.

Application

This unit involves the skills and knowledge required to transmit and receive information by global maritime distress and safety system (GMDSS) subsystems and equipment.

This unit applies to those in charge of or performing radio duties on a ship required to participate in the GMDSS.

This unit has links to legislative and certification requirements.

Pre-requisite Unit

Not applicable.

Competency Field

O – Watchkeeping

Unit Sector

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Operate GMDSS subsystems and equipment to send and receive messages	1.1 GMDSS communication equipment is operated to send and receive various types of signals according to manufacturer instructions, established GMDSS procedures and regulatory requirements

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	1.2	GMDSS procedures appropriate for the sea area concerned are correctly applied according to regulatory requirements
	1.3	Regulations and procedures applicable to vessel stations equipped with GMDSS communication equipment and digital selective calling facilities are applied during radio communication
	1.4	Work health and safety/occupational health and safety (WHS/OHS) procedures and hazard control strategies are applied when operating radio equipment according to vessel International Management Code for the Safe Operation of Ships and for Pollution Prevention (ISM) Code safety management system
2 Maintain radio equipment	2.1	Routine maintenance checks are conducted on GMDSS equipment according to manufacturer specifications and organisational procedures
	2.2	Out-of-specification performance and faults are investigated using fault finding techniques
	2.3	Identified faults and defective equipment and component parts are rectified or replaced according to manufacturer specifications and organisational procedures
3 Provide radio services during emergencies	3.1	Emergencies are correctly identified according to organisational procedures
	3.2	Organisational procedures are conformed with when taking initial action on becoming aware of an emergency or abnormal situation
	3.3	Communications are established with others using GMDSS communication equipment to facilitate the emergency response process
	3.4	Contact is maintained at all times with others to keep them briefed on the emergency response process
	3.5	Radio procedures as defined in the international and national radio regulations and safety of life at sea (SOLAS) convention and the IAMSAR Manual are applied during the emergency
4 Maintain records	4.1	Records are completed and maintained as required according to regulatory and organisational requirements
	4.2	Relevant records are sent to appropriate bodies and copies

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	are filed according to regulatory and organisational requirements
4.3	Documents are stored according to regulatory and organisational requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

GMDSS communication equipment must include:	• antennas • batteries • digital selective calling (DSC) equipment • electrical and radio cable connections • electrical fuses • emergency position indicating radio beacon (EPIRB) • enhanced group calling (EGC) receiver • medium frequency/high frequency (MF/HF) equipment • Narrow Band Direct Printing (NBDP) • navigational telex (NAVTEX) receiver • search and rescue radar transponder r (RADAR-SART) • very high frequency (VHF) equipment • AIS search and rescue transmitter (AIS-SART)
Regulations must include:	• IMO STCW 95 Code concerning radio communication • Australian Maritime Safety Authority (AMSA) Marine Orders • SOLAS Convention Chapter IV • ITU Radio • Regulations
Routine maintenance checks must include:	• battery checks including specific gravity • equipment testing
Emergencies include one	• abandon ship • assisting vessels in distress

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or more of the following:	• fire on board ship • partial or full breakdown of radio installations • rescuing persons from the water
Records include one of the following:	• radio communication log • records of radio communication

Unit Mapping Information

This unit replaces and is equivalent to MARO5002A Transmit and receive information by the Global Maritime Distress and Safety System.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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Assessment Requirements for MARO003 Transmit and receive information by the global maritime distress and safety system

Modification History

Release 2. Change to Performance Evidence (PE) and Knowledge Evidence (KE) to include current terminology. Clarification of guidance information in PE, KE and Assessment Conditions.

Release 1. New unit of competency.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions on at least one occasion and include:

- applying work health and safety/occupational health and safety (WHS/OHS) procedures when operating GMDSS subsystems and equipment
- communicating effectively with others when using GMDSS subsystems and equipment
- conducting operational checks on GMDSS subsystems and equipment
- keeping records of radio communications
- operating GMDSS subsystems and equipment according to manufacturer instructions
- reading and interpreting instructions for the use of GMDSS subsystems and equipment
- recognising typical faults with GMDSS subsystems and equipment, and taking appropriate action
- using the international phonetic alphabet and figure code.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions and include knowledge of:

- basic principles and features of marine radio communications including:
  - correct use of frequencies, frequency bands and modes of emission
  - frequencies for routine call and reply
  - distress, urgency and safety communication
  - definition of coverage and sea areas for digital selective calling (DSC)
  - radio calling, replying and relaying procedures
  - purpose of silence periods when operating radio equipment
  - limitations on the performance of different types of marine radio equipment

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  - purpose for and procedures for the monitoring of calling and working frequencies
  - methods of communicating vessel position
- different types of marine radio equipment, their features, applications, operating characteristics and operating procedures
- hazards associated with radio transmission and the repair and maintenance of radio equipment and related hazard control measures
- international and national radio regulations applicable to mobile marine communication
- maintenance strategies and requirements for GMDSS equipment as defined in the International Convention for the Safety of Life at Sea (SOLAS)and Radio Regulations and STCW
- means to prevent the transmission of false distress alerts
- operational checks including checking radio performance; testing fuses; measuring capacity of batteries and the specific gravity of the electrolyte; measuring on and off load voltage
- principles of radio propagation including:
  - basic propagation mechanisms at LF, MF, HF and VHF
  - maximum usable frequency (MUF)
  - optimum working frequency (OWF)
  - frequency bands
  - classes of emission
  - duplex, simplex paired frequencies and ITU channels
- procedures for:
  - keeping records of radio communication
  - transmitting and decoding the international phonetic alphabet and figure code
  - using various GMDSS systems and services including Inmarsat services (B, C, M); enhanced group calling system (EGC); MF/HF radio with NBDP; DSC facilities and usage; EGC receiver; maritime safety information (MSI) services; navigational telex (NAVTEX) system; SafetyNET system
- prohibitions on connecting non-GMDSS equipment to reserve source of supply
- radio communication problems and appropriate actions and solutions
- radio equipment faults, defects and related fault finding techniques
- requirements of ship reporting systems
- types, applications and features of basic antenna systems used in marine radio communications
- use of radio medical services.

Assessment Conditions

Assessors must satisfy National Vocational Education and Training Regulator (NVR)/Australian Quality Training Framework (AQTF) assessor requirements.

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Assessment must satisfy the National Vocational Education and Training Regulator (NVR)/Australian Quality Training Framework (AQTF) standards.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- tools, equipment, machinery, materials and personal protective equipment currently used in industry
- applicable documentation such as legislation, regulations, codes of practice, workplace procedures and operational manuals
- range of relevant exercises, case studies and/or simulations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2

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MEM13015 Work safely and effectively in manufacturing and engineering

Modification History

Release 1. New unit. Supersedes and not equivelant to MEM13014A Apply principles of occupational health and safety in the work environment, MEM14004A Plan to undertake a routine task, MEM15002A Apply quality systems, MEM15024A Apply quality procedures, MEM16007A Work with others in a manufacturing, engineering or related environment.

Application

This unit of competency defines the skills and knowledge required to work effectively in manufacturing and engineering work situations, including planning routine work and participating in and following work health and safety (WHS) procedures. The unit applies to working either individually or in a team situation and includes contributing to work-related group activities in a manufacturing or engineering workplace.

This unit covers WHS skills associated with carrying out routine operational activities safely and in compliance with legislative and regulatory requirements.

The unit covers the skills associated with participation in quality systems, communication and cooperation with others. The unit applies to workplaces with informal or formal quality management and improvement systems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **2**

Pre-requisite Unit

Nil.

Competency Field

Work health and safety

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Identify goals, objectives and task requirements and clarify with appropriate persons, where required
		1.2	Prioritise task requirements
2	**Review and modify plan**	2.1	Adjust timelines, priorities and other planning components to respond to contingencies, as necessary
		2.2	Re-examine results of work activity against the plan and identify possible improvements to future performance of work tasks
3	**Work effectively with others in the workplace**	3.1	Identify own role and responsibilities and relationship to other employees, including employees performing related/interdependent activities
		3.2	Identify supervisors and other sources of advice and assistance for own work
		3.3	Apply effective interpersonal skills to interact with others and contribute to activities and objectives
		3.4	Review and modify own work progress to complement the work of others
		3.5	Report own work progress to supervisors and where required to fellow employees using standard operating procedures (SOPs)
4	**Follow safe work practices**	4.1	Check for and identify hazards in the work area before and during work
		4.2	Follow procedures for avoiding or controlling hazards already identified in instructions, signage or other workplace communication
		4.3	Identify and report risks and hazards not covered by procedures

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
		4.4 Select, use and maintain relevant personal protective equipment (PPE) by procedures, as required
		4.5 Recognise emergency situations and take appropriate initial emergency action
		4.6 Follow procedures for responding to emergencies
		4.7 Report incidents, injuries and other WHS non-conformances according to procedures
5	**Work within a quality system**	5.1 Follow instructions and procedures and perform duties in accordance with standard operating procedures or quality system requirements
		5.2 Ensure conformance of product and process to specifications
		5.3 Report defects and non-conformance to specifications according to procedures
		5.4 Participate in process improvement procedures, where required
6	**Participate in workplace health and safety procedures**	6.1 Identify workplace health and safety policies and procedures relevant to own work and work area
		6.2 Identify relevant WHS managers and representatives for own work area
		6.3 Provide input to minimise hazards in work area in line with organisation WHS procedures and participative arrangements

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Quality systems include one (1) or more of the following	• quality planning • quality assurance • quality control • quality improvement procedures and processes
Task requirements include one (1) or more of the following:	• timeframe • quality requirements • outcome and performance requirements • job history • checks • reporting requirements • tools and equipment • materials and parts • supporting documents
Specifications include one (1) or more of the following:	• task lists • instructions • manufacturer manuals • diagrams and schematics • sketches • parts lists • SOPs
Planning includes one (1) or more of the following:	• preparing a plan to complete the task • organising task into manageable steps including appropriate order and timing • monitoring the progress of processes related to own responsibilities • applying relevant WHS instructions • collecting, sorting, recording results of work • seeking advice and guidance on setting priorities and timeframes

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- seeking feedback from supervisor, trainer or mentor

Unit Mapping Information

Release 1. New unit. Supersedes and not equivelant to MEM13014A Apply principles of occupational health and safety in the work environment, MEM14004A Plan to undertake a routine task, MEM15002A Apply quality systems, MEM15024A Apply quality procedures, MEM16007A Work with others in a manufacturing, engineering or related environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM13015 Work safely and effectively in manufacturing and engineering

Modification History

Release 1. New unit. Supersedes and not equivelant to MEM13014A Apply principles of occupational health and safety in the work environment, MEM14004A Plan to undertake a routine task, MEM15002A Apply quality systems, MEM15024A Apply quality procedures, MEM16007A Work with others in a manufacturing, engineering or related environment.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying and avoiding or controlling hazards
- reporting hazards, incidents, injuries and other work health and safety (WHS) non-conformances following SOPs
- recognising and responding to emergencies following SOPs
- identifying and obtaining, instructions and information on job requirements, including one or more of the following:
  - verbal or written job instructions
  - specifications
  - SOPs
  - charts
  - lists
- identifying and responding to contingencies, including:
  - equipment breakdowns
  - non-conforming components
  - safety hazards
- recording information into proforma workplace documents, including:
  - production tally forms
  - quality control forms
  - safety incident forms
- performing assigned tasks and checking outcome of own work for conformance to specifications
- identifying own responsibilities within the workplace quality system
- giving and receiving feedback on own and group work
- seeking assistance from supervisors and mentors.

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Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use and application of personal protective equipment
- basic quality system terminology and concept, including:
  - quality assurance
  - quality control
  - quality improvement
- procedures to be followed in performing own work
- objectives, requirements and specifications to which the individual's work is to comply
- costs and consequences of poor quality
- effective interpersonal skills:
  - effective listening
  - basic speaking skills
  - use of workplace terminology and jargon
  - giving and receiving feedback
  - checking and clarifying task-related information
  - verbal, visual and written instructions
  - appropriate modes and methods of communication
- barriers to effective communication
- sources of technical expertise/assistance
- hazards and control measures associated with workplace activities.

Assessment Conditions

- Assessors must:
  - have vocational competency in working safely and effectively in manufacturing and engineering at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011,* its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM16006 Organise and communicate information

Modification History

Release 1. Supersedes and is equivalent to MEM16006A Organise and communicate information

Application

This unit of competency covers the skills and knowledge required to access, organise and communicate information related to production, maintenance or associated processes or tasks that apply in manufacturing, engineering or related environments.

For accessing and recording of data requiring system knowledge and judgement, Unit MEM16008 Interact with computing technology should be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **2**

Pre-requisite Unit

MEM13015 Work safely and effectively in manufacturing and engineering

Competency Field

Communication

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Access information**	1.1	Determine information requirements of tasks and access relevant information from a range of sources
		1.2	Recognise and use workplace terminology correctly

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
2	**Organise and analyse information**	2.1 Interpret information and organise in accordance with work requirements 2.2 Determine relevance and implications for immediate work requirements
3	**Communicate organised information using established workplace methods**	3.1 Identify purpose of communication and appropriate communication method 3.2 Communicate information using established workplace methods

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range of sources include using one (1) or more of the following:

- job instructions
- specifications
- standard operating procedures (SOPs)
- charts
- lists
- documents
- computer data
- drawings
- sketches
- tables

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- technical manuals and/or charts
- other applicable reference material

Determining relevance of information includes one (1) or more of the following:

- checking relevance of information to own work
- selecting task relevant information from a larger document or from a diagram
- preparing an opinion based on analysis of simple facts
- expressing an opinion on the cause of faults

Workplace terminology refers to one (1) or more of the following:

- equipment
- processes
- workplace areas
- staff
- procedures

Established workplace methods include using one (1) or more of the following:

- proforma reports
- data entry
- verbal
- drawings

Purpose of communication includes one (1) or more of the following:

- simple incident/non-conformance report
- maintenance request
- production records
- material usage records
- work records
- other standard workplace records

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM16006A Organise and communicate information

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM16006 Organise and communicate information

Modification History

Release 1. Supersedes and is equivalent to MEM16006A Organise and communicate information

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- accessing and recording relevant information from a range of sources
- recognising and using workplace appropriate terminology
- reading, interpreting and following information in workplace documentation
- checking and clarifying information
- organising, categorising and sequencing information
- communicating using appropriate methods and procedures for a variety of situations.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures
- types of information relevant to the workplace and required tasks
- terminology used in the workplace relevant to own work
- available sources of information
- information analysis techniques appropriate to tasks and position
- methods of categorising and organising information including correct sequencing of information
- methods of recording and communicating information.

Assessment Conditions

- Assessors must:
  - have vocational competency in organising and communicating information at least to the level being assessed with relevant industry knowledge and experience

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  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011,* its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM50008 Carry out trip preparation and planning

Modification History

Release 1. Supersedes and is equivalent to MEM50008B Carry out trip preparation and planning

Application

This unit of competency was developed by the National Marine Safety Committee (NMSC) and defines the skills and knowledge required to plan and prepare for a safe boating trip and includes maintenance of the boat and safety equipment as well as mooring and berthing apparatus.

This unit is one of three core competencies that have been adopted by all government marine safety authorities to contribute to and promote the safe use of waterways and awareness of boating safety and applies specifically to mechanical powered recreational boats, including personal watercraft. However, it is recognised that some aspects of this competency apply to any recreational vessel.

Where general operational checks and basic assessment of the condition of a vessel are required units MEM50006 Check operational capability of marine craft and MEM50007 Check operational capability of sails and sail operating equipment should be selected as appropriate.

Unit MEM50009 Safely operate a mechanically powered recreational boat and unit MEM50010 Respond to boating emergencies and incidents are the other two NMSC core units.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **E**

Unit Weight: **0**

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

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Competency Field

Boating services

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Maintain the boat and safety equipment**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Ensure boat is maintained/serviced on a regular basis
		1.4	Ensure safety equipment complies with relevant legislation
		1.5	Identify location of safety equipment ensuring it is serviceable and accessible, and stowed securely and appropriately
2	**Maintain mooring and berthing apparatus**	2.1	Maintain/service mooring and berthing apparatus on a regular basis
		2.2	Ensure mooring apparatus is appropriate to the vessel and location
3	**Plan trip**	3.1	Check weather conditions, vessel and personnel for suitability for planned trip
		3.2	Ensure trip activity plan takes into account area and type of operation and emergency contact
		3.3	Carry out adequate provisions, including fuel, for trip
		3.4	Communicate trip details to appropriate person
		3.5	Check to ensure the number of passengers does not exceed boat design limitations and/or legislative requirements
		3.6	Check to ensure equipment, stores and personal items are securely stowed and do not adversely affects the boat's stability

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
	3.7 Conduct pre-start checks on equipment operation
	3.8 Inform appropriate person of safe return from the activity

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Safety equipment includes the following:

- life jackets
- bailers
- dinghy/life raft
- paddles/oars
- bilge pumps
- bucket and line
- first aid kit
- fire extinguisher
- distress signalling equipment
- marine radio
- waterproof torch
- charts
- anchor/sea anchor
- lifebuoy
- compass
- sound signal
- drinking water
- towing harness
- isolating switches
- tow rope
- local emergency procedures book
- sounding equipment
- emergency position-indicating radio beacon (EPIRB)
- global positioning system (GPS)
- divers flag
- suitable clothing
- alternative means of propulsion

Maintaining/servicing mooring and berthing apparatus includes the following:

- appropriateness of mooring/berthing
- regularity of checks
- services by recognised contractor
- serviceable mooring and berthing lines, fenders, anchors and ground tackle

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Weather conditions include the following:

- current forecast
- wind
- latest weather and conditions information
- source of weather information
- tides (flood and ebb tides)
- rips and bars
- wave height
- visibility
- day/night

Area and type of operation includes the following:

- hazards
- local knowledge
- rules and protocols
- events
- emergency response
- access and exit points
- safe havens
- launching ramps
- destination port

Adequate provisions include the following:

- suitability of the vessel for the activity
- adequate fuel for the distance
- water, food and ice
- sun protection
- wet weather gear
- first aid kit
- personal medications
- batteries
- gas
- emergency (reserve) fuel and method of fuel transfer

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Trip details include the following:

- trip departure and return time
- number of people in the boat
- area and nature of operation
- way points
- radio used and frequency
- call signs
- details of vessel, including description and registration number
- shore contact details
- fuel capacity and usage
- trailer registration number

Appropriate person includes one (1) or more of the following:

- family member or relative
- neighbour(s)
- police - water or local
- marine rescue services
- club or organisation
- harbour master
- costal radio station
- leave a note in your vehicle parked at the departure location (if appropriate)

Pre-start checks include the following:

- fuel is connected
- battery is charged and connected
- kill switch
- fumes and petrol
- fuel and water leaks
- hatches/windows/doors are open
- ventilation
- sea-cock opening
- loose gear is secured
- marine radio is turned on and radio aerials raised
- bilge water levels checked
- navigation lights

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM50008B Carry out trip preparation and planning

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM50008 Carry out trip preparation and planning

Modification History

Release 1. Supersedes and is equivalent to MEM50008B Carry out trip preparation and planning

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- checking to ensure boat is maintained and all safety equipment complies with relevant legislation
- maintaining mooring and berthing apparatus on a regular basis and is appropriate to the vessel and location
- planning the trip, including interpreting weather forecasts for suitability
- ensuring safe passenger numbers, safe stowing of all equipment/items and serviceability of safety equipment
- carrying adequate provisions, including fuel and communicating trip details with appropriate personnel and informing person on safe return from activity.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures
- weather information
- vessel maintenance and service schedule requirements
- capabilities of boat
- safety equipment required on-board boat
- safety procedures
- marine legislation, regulations and rules
- area of activity
- legislative requirements regarding the use of safety equipment.

Assessment Conditions

- Assessors must:

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  - have vocational competency in carrying out trip preparation and planning at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011,* its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM50009 Safely operate a mechanically powered recreational boat

Modification History

Release 1. Supersedes and is equivalent to MEM50009B Safely operate a mechanical powered recreational boat

Application

This unit of competency was developed by the National Marine Safety Committee (NMSC) and defines the skills and knowledge required to safely handle/operate a powered recreational boat on coastal and inland waters and includes manoeuvring and handling the boat as well as safe navigation and anchoring.

This unit is one of three core competencies that have been adopted by all government marine safety authorities to contribute to and promote the safe use of waterways and awareness of boating safety and applies specifically to mechanical powered recreational boats, including personal watercraft. However, it is recognised that some aspects of this competency apply to any recreational vessel.

Unit MEM50008 Carry out trip preparation and planning and unit MEM50010 Respond to boating emergencies and incidents are the other two NMSC core units.

Some jurisdictions may require the holder of this unit to be licensed or certified and users should check with the relevant authorities.

Band: **A**

Unit Weight: **2**

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Boating services

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Manoeuvre and handle the boat**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Undertake a pre-start checks and start motor
		1.4	Manoeuvre boat safely according to conditions and in accordance with water traffic regulations
		1.5	Monitor performance of the boat and personnel at all times
		1.6	Consider impact of boat use on others and the environment
		1.7	Use safety equipment, stow and, as required, wear in accordance with legislation and recognised regulations and rules
2	**Navigate safely**	2.1	Identify aids to small craft navigation
		2.2	Apply collision avoidance techniques when required in accordance with relevant legislation, recognised regulations and rules
		2.3	Carry out operation of the boat at all times in accordance with relevant legislation, recognised regulations and rules
		2.4	Use navigational aids and landmarks to determine and monitor boat position
		2.5	Take into account hazards and conditions in navigating the boat
3	**Anchor the boat**	3.1	Select anchorage site in accordance with prevailing and forecast conditions and in accordance with legislation
		3.2	Use type of anchor and anchoring system suitable for location
		3.3	Lower, set and monitor anchor according to prevailing conditions

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
	3.4 Retrieve and securely stow anchor

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Pre-start checks include the following:	• fuel is connected • battery is charged and connected • kill switch • fumes and petrol • fuel and water leaks • hatches/windows/doors are open • ventilation • sea-cock opening • loose gear is secured • marine radio is turned on and radio aerials raised • bilge water levels checked • navigation lights
Manoeuvring conditions include the following:	• from or to a ramp, pontoon, wharf, mooring, anchor, confined areas, such as narrow channels, marinas, moorings and obstructions • sea-states, including bars, waves, rips, high seas, tidal surges, choppy conditions and wakes • low speed/high speed • poor visibility • effect of wind

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- large vessels

Safe manoeuvring includes the following:

- steer straight line
- astern
- figure-eight
- right of way
- port-starboard
- throttle control
- emergency stop
- trim and stability of vessel
- towing or being towed
- berthing
- standing-on/stemming the tide
- retrieval of person overboard

Monitoring includes the following:

- cooling system
- bilge
- portholes and hatches
- location and welfare of persons on board
- oil, fuel and water
- radio
- position of boat
- other water users
- battery and electrical systems

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Others and environment include the following:	• noise • wake • safety of others • disturbance or injury to wildlife • disposal of waste and bilge water • effects of detergent and anti-foul • fuelling arrangements
Aids to small craft navigation include one (1) or more of the following:	• IALA Buoyage System ‘A’ • charts • compasses • global positioning system (GPS) • sounder • tide tables • passage plan • marine references • notices to mariners • radio navigational warnings

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Relevant legislation, recognised regulations and rules include the following:

- collision regulations:
  - navigating in narrow channels
  - giving way to other vessels
  - overtaking, proper lookout
  - sound signals
  - lights and shapes
  - responsibilities and duty of care
  - use of buoyage system
  - speed
  - recognition of lights and markers
  - rules of road
  - recognition of operation areas
  - specific activity rules, e.g. personal watercraft (PWCs), water skis and equipment requirements
  - accident/incident reporting
- marine regulations:
  - safety regulations
  - licensing and registration
  - speed limit restrictions
  - distance off requirements
  - port limits/rules
  - marine incident reporting
  - carrying capacity
  - drug and alcohol limits/effects
  - age of operators
- environmental and wildlife regulations as relevant and applicable to the operation of boats

Hazards and conditions include the following:

- weather
- set and drift
- effect of wind, tide and currents
- submerged objects
- other boats and wash
- restricted waters
- crossing bars

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Types of anchor include one (1) or more of the following:	• Danforth • Grapnel/Reef • Bruce • Plough • Admiralty • Sarca • sea anchor
Anchoring systems include one (1) or more of the following:	• multiple anchors • bow and stern anchors • mooring buoy

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM50009B Safely operate a mechanical powered recreational boat

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM50009 Safely operate a mechanically powered recreational boat

Modification History

Release 1. Supersedes and is equivalent to MEM50009B Safely operate a mechanical powered recreational boat

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- conducting pre-start checks
- manoeuvring and handling boat safely and accurately according to conditions and in accordance with water traffic regulations
- monitoring performance of boat and be aware of impact of boat use on others and the environment
- navigating safely, taking hazards into account using navigational aids and landmarks to determine and monitor boat position
- anchoring the boat using the type of anchor and anchoring system suitable for location.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures
- pre-start checks
- boating and other relevant legislation, rules and regulations
- legislative requirements regarding the use of safety equipment
- area of activity hazards and prevailing conditions
- boating information resources
- environmental awareness.

Assessment Conditions

- Assessors must:
  - have vocational competency in safely operating a mechanical powered recreational boat at least to the level being assessed with relevant industry knowledge and experience

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  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011,* its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM50010 Respond to boating emergencies and incidents

Modification History

Release 1. Supersedes and is equivalent to MEM50010B Respond to boating emergencies and incidents

Application

This unit of competency was developed by the National Marine Safety Committee (NMSC) and defines the skills and knowledge required to deal with boating emergencies and incidents, including the use of safety equipment and the provision of assistance to others in distress and includes raising alarms and dealing with on-board emergencies.

This unit is one of three core competencies that have been adopted by all government marine safety authorities to contribute to and promote the safe use of waterways and awareness of boating safety and applies to all recreational boats including personal watercraft.

Unit MEM50008 Carry out trip preparation and planning and unit MEM50009 Safely operate a mechanically powered recreational boat are the other two NMSC core units.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **E**

Unit Weight: **0**

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Boating services

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Use safety equipment**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Ensure nature, type, location, accessibility and serviceability of safety equipment is known and understood by all personnel on board
		1.4	Conduct briefing of personnel before departure
		1.5	Use safety equipment in a manner and purpose for which it was designed and appropriate to the emergency or incident
2	**Raise alarms**	2.1	Identify nature of emergency
		2.2	Communicate alarm to on-board personnel
		2.3	Use recognised distress signals to indicate need of assistance
3	**Deal with on-board emergency**	3.1	Inform on-board personnel of actions required to deal with the emergency
		3.2	Implement procedures to combat emergency and protect persons on board
		3.3	Identify position, record and communicate
		3.4	Provide injured persons with assistance
		3.5	Maintain communication with rescuers
		3.6	Undertake preparation for abandoning the boat, as required
		3.7	Communicate cessation of emergency to appropriate personnel
4	**Assist others in distress**	4.1	Recognise distress signals from others
		4.2	Identify nature of assistance required
		4.3	Determine capability to safely assist or relay emergency taking into account own safety and physical proximity to

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
	the emergency incident
	4.4 Prepare for appropriate response to the emergency and implement
	4.5 Communicate cessation of emergency incident to appropriate personnel

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Briefing information includes the following:

- vessel operation
- personnel assessment, including swimming skills, boating knowledge, medication and dietary requirements
- location and use of safety equipment
- emergency procedures
- abandoning procedures

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Emergencies include one (1) or more of the following:

- fire (smoke or heat)
- grounding
- person overboard
- person retrieval from water
- capsize
- swamping
- sinking
- engine/motor breakdown or malfunction
- fouled propeller
- anchoring
- flooding
- lost
- injuries/illness
- hypothermia
- lack of fuel
- contaminated fuel

Distress signals include one (1) or more of the following:

- pyrotechnic distress flares
- flags
- radio
- hand signals
- dye markers
- International Code Signal of Distress
- sound signal including voice
- emergency position-indicating radio beacon (EPIRB)
- V-sheet
- reflective mirror
- light signals
- mobile phone

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Preparation for abandoning includes the following:	• brief on-board personnel • take drinking water • don of life jackets • identify location of vessel • communicate to rescuers actions taken or to be taken • assess and ensure readiness of life rafts/life rings • activate emergency position indicating radio beacon (EPIRB) • identify and collect emergency equipment, provisions and clothing • deploy anchor or sea anchor

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM50010B Respond to boating emergencies and incidents

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM50010 Respond to boating emergencies and incidents

Modification History

Release 1. Supersedes and is equivalent to MEM50010B Respond to boating emergencies and incidents

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- using safety equipment in a correct manner appropriate to the emergency or the incident
- communicating while under pressure
- briefing others on safety and emergency procedures
- demonstrating boat abandoning procedures
- delegating personnel appropriate to the emergency situation, including raising the alarm and assisting others in distress
- determining capability to assist others and making decision under pressure
- assisting injured people safely and without undue risk
- applying emergency first aid, where appropriate
- communicating cessation of emergency incident to appropriate personnel in accordance with procedures.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures
- range of safety equipment
- common emergency actions
- emergency procedures
- boat abandoning procedures
- relevant contacts
- communication protocols
- types of boating emergency incidents and situations
- protocols for assisting injured people
- boating legislation, regulations and rules

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Assessment Conditions

- Assessors must:
  - have vocational competency in responding to boating emergencies and incidents at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015 or its replacement* and comply with the *National Vocational Education and Training Regulator Act 2011,* its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MSS024023 Navigate in urban, regional and remote areas

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge to read and interpret maps, plans and photos to locate position and navigate safe and efficient routes to urban and regional and remote destinations.

This unit applies to environmental technicians working in all industry sectors as well as a wide range of other technicians, paraprofessionals, operators and drivers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Data

Unit Sector

Environmental

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Navigate in urban areas**	1.1 Access relevant street directories and road maps
		1.2 Read and interpret map symbols
		1.3 Use the directory index to locate departure and destination points on map
		1.4 Trace the pre-determined or most efficient route on map and estimate distance and duration of journey

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
		1.5	Identify significant intersections and landmarks along route to assist with navigation
		1.6	Identify alternate routes in case of emergencies or significant traffic delays
		1.7	Follow selected route correctly
2	**Plan routes in regional and remote areas**	2.1	Locate and read relevant legislative and regulatory, workplace requirements and background information for site or project
		2.2	Select suitable maps, aerial photos, guides and charts and check their currency and accuracy
		2.3	Select navigational equipment, check that it is fit for purpose and service or replace
		2.4	Read and interpret map symbols and navigation data to identify departure and destination points, potential hazards and select an appropriate traverse route
		2.5	Estimate distance and duration of journey using map scale and available information about the terrain and vehicle
3	**Navigate in regional and remote areas**	3.1	Correctly orientate map with surroundings
		3.2	Identify field position and destination on map using landforms, landmarks and navigation equipment
		3.3	Correctly use navigation aids, equipment and maps to follow planned route and schedule
		3.4	Use alternate routes to avoid hazards, safely bypass obstacles or improve efficiency of route
		3.5	Maintain communication in accordance with workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS024011 Navigate in urban, regional and remote areas.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS024023 Navigate in urban, regional and remote areas

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- read and interpreted maps, plans and photos to locate own position and navigated safe and efficient routes to at least 2 different locations (urban and non-urban).

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types of maps, charts, aerial photos and advantages and disadvantages of their use
- use and manipulation of scales used on maps and plans
- symbols and representation of topographical features on maps and plans
- navigational equipment and aids
- functional components of a compass and global positioning system (GPS) and factors affecting compass and GPS accuracy
- techniques for estimating distance and taking bearings
- hazards, health, safety and environment requirements for work role, including:
  - basic survival
  - dehydration
  - biohazards (including animals, insects and plants)
  - unsealed roads.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of facilities, equipment and resources, including:
  - navigational equipment and aids
  - maps

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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PSPGEN085 Manage media relationships

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA603A Manage media relationships. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage media relationships to enable the organisation's services and achievements to be recognised and to deal with sensitive issues as they arise. It includes liaising with media personnel, negotiating media coverage, monitoring media coverage and preparing spokespersons for media interaction.

This unit applies to those working in public affairs, managing relationships with the media.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Liaise with media personnel	1.1 Obtain information on local, regional and national media contacts and keep up to date. 1.2 Confirm processes and procedures for dealing with the media, and establish requirements for format, presentation and deadlines for information. 1.3 Establish communication processes to develop mutual trust and cooperation, and to foster awareness of public affairs events and activities. 1.4 Provide information that is reliable and represents the current position of the organisation or situation to the media. 1.5 Handle situations where serious errors or misquoting occurs.
2. Negotiate media coverage	2.1 Assess the potential level of interest in particular events, and make activities and communications, and media selections to maximise coverage and achieve public affairs objectives. 2.2 Identify the form of information and preferred message positions to maximise media coverage. 2.3 Give notice to the media of the timing of events and activities, and provide contact information to enable confirmation of details. 2.4 Negotiate media coverage.
3. Monitor media coverage	3.1 Assess options for monitoring media coverage and select based on organisational requirements and value for money. 3.2 Develop and implement procedures for monitoring media performance, and recommend actions that address variations from expected performance. 3.3 Evaluate media coverage in terms of effectiveness in achieving message placement objectives, anticipated impact and public affairs objectives.
4. Prepare spokespersons for media interaction	4.1 Brief spokespersons on the characteristics, communication techniques and potential impact of media interviews for newspapers, radio and television. 4.2 Brief spokespersons on interview approaches and the techniques of specific interviewers.

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	4.3 Establish objectives with spokespersons for interview outcomes in planned situations in order to communicate specific information. 4.4 Provide responses and techniques for achieving positive communication outcomes in unplanned media interactions. 4.5 Prepare spokespersons for crisis situations in accordance with crisis communication plans and responsibilities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPA603A Manage media relationships.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN085 Manage media relationships

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- using communication methods and strategies with diverse groups, including consultation, liaison, advice, negotiation
- assessing and providing newsworthy information
- applying procedures relating to work health and safety and environment in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety and the environment, regulations, policies, procedures and guidelines relating to public affairs
- the importance of relationships with key media contacts
- the range of media and the usefulness of each for particular information or messages
- organisational procedures for dealing with the media

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPROC414A Manage contracts

Modification History

Release	TP Version	Comments
3	PSP12V1	Layout adjusted. No changes to content.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the ability to manage contracts. It includes undertaking preparations, establishing and maintaining contract management arrangements, monitoring and maintaining contract performance, and completing and reviewing contracts.

In practice, managing contracts overlaps with other generalist and specialist public sector work activities, such as upholding and supporting the values and principles of public service and local government, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, developing and distributing requests for offers and selecting providers.

Those who specialise in procurement are catered for by the units PSPPROC503B, PSPPROC504B, PSPPROC505A and PSPPROC506A, which address in depth the aspects of contract management performed by those who specialise in procurement.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those who are not specialist contract managers, but manage contracts as part of their role rather than as their primary role.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to manage a contract	1.1. ***Contract*** requirements, approvals and funding arrangements are confirmed and clarified where necessary, and obligations and limits of authority as contract manager are identified in line with contractual and organisational requirements. 1.2. Operational elements of the contract are confirmed and contact is made with ***specialists*** and ***stakeholders*** to clarify and assist with contract administration issues. 1.3. ***Key contract clauses*** are identified and their content is clarified as necessary to ensure contract requirements are understood. 1.4. Process, timings, and key performance indicators are identified from the contract and confirmed with stakeholders. 1.5. ***Risks*** are confirmed and a risk management plan is developed or reviewed in line with contract requirements and organisational policy and procedures. 1.6. ***Contract management strategy*** is developed or ***obtained*** and key details are entered from the contract. 1.7. Contract management team is formed and roles and responsibilities are allocated.
2. Implement a	2.1. Start-up or transition arrangements are confirmed

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	contract management strategy	and implemented according to contract requirements and organisational procedures. 2.2. Information and ***communication strategies*** are established to meet contractor, stakeholder and organisational needs. 2.3. Risk management plan is monitored for effectiveness and adapted as necessary during the life of the contract. 2.4. Relationship with contractors and stakeholders is established and managed according to organisational policy and procedures and probity requirements. 2.5. Specialist expertise is obtained as necessary for progress meetings and for advice on or resolution of contract issues. 2.6. Consideration is given to OHS, environmental and sustainability principles and corporate social responsibility principles as they apply to the contract. 2.7. Contract information/documentation is maintained for organisational purposes according to organisational policy and procedures.
3.	**Monitor and maintain performance of a contract**	3.1. Obligations to contractor and stakeholders are met according to contractual arrangements and organisational financial management requirements. 3.2. ***Monitoring and control measures*** and performance indicators are used to manage performance of contract and ensure that all obligations under the agreement are being met. 3.3. ***Contract variations*** are managed in accordance with the contract, organisational policy and procedures, and probity requirements. 3.4. ***Disputes*** and complaints are investigated and ***resolved*** or referred according to contract requirements. 3.5. ***Negotiation*** of issues relating to the contract is managed and approvals are obtained according to stipulations in the contract proper. 3.6. Communication is maintained with all stakeholders on the performance of the contract according to organisational protocols and public sector standards.
4.	**Complete and review contract.**	4.1. Client satisfaction with contract deliverables is confirmed. 4.2. Contracts are finalised, amended, cancelled or terminated according to contractual arrangements. 4.3. Strategies are applied to manage close-out, and ensure renewal of contract or transition to a new contract

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meet organisational guidelines, probity requirements and public sector standards.

4.4. ***Review*** is undertaken of contract management, contractor performance relevant to measures at each stage of the contract, user satisfaction and audit results, when necessary.

4.5. Where measures or outcomes are not met in full, variances are documented and explained.

4.6. Information from the review and audit is used to report on contractor performance, to review contract management practice and make recommendations for improvement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and negotiate with contractors and stakeholders, involving complex oral and written exchanges of information
  - network, within probity boundaries, with diverse stakeholders and contractors
  - read complex documents, such as contracts, legislation and guidelines
  - provide feedback
- teamwork skills to:
  - work independently or under direction as appropriate to the situation
  - model team leadership approaches if appropriate
  - respond to diversity
  - refer issues to the correct person
- problem-solving skills to apply simple supply chain management and supplier issues management to the process of contract management
- initiative and enterprise skills to:
  - apply the content of complex documents, such as contracts, legislation and guidelines
  - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of contract management
- planning and organising skills to manage contract documentation
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:

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- operate organisational IT systems
- use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
  - relating to contract management, including environmental purchasing and corporate social responsibility guidance
  - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract performance management
- privacy and confidentiality issues
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to managing contracts and relationships with contractors
- whole-of-life considerations relating to the ownership, operation and disposal/completion of the goods or services
- equal employment opportunity
- financial and accounting issues relevant to the contract

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	Competency must be demonstrated in the ability to manage contracts consistently in accordance with legislative and organisational requirements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • develop a contract management strategy in consultation with key stakeholders • develop a suitable contract management plan, using templates if available • implement the contract management plan • manage the performance of contractors • provide contractors with performance feedback • manage contract disputes to achieve prompt resolution and refer to higher authority when necessary • review contracts throughout to identify opportunities for

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continuous improvement
- act within own delegations and refer issues to higher authority when necessary
- uphold probity standards in all dealings with contractors.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities associated with managing contracts
- case studies that incorporate dilemmas, and probity requirements relating to managing contracts.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies and approaches adopted for managing contracts
- review of contract management plans, contracts, contract variations, contractor performance reports, contract closure documents and other documentation prepared by the candidate in a range of contexts
- review of stakeholder engagement approaches adopted by the candidate.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC401A Uphold and support the values and

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principles of public service
- PSPGOV417A Identify and treat risks
- PSPGOV421A Exercise delegations
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC411A Plan procurement
- PSPPROC412A Develop and distribute requests for offers
- PSPPROC413A Select providers and develop contracts.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Contracts may include:
- memoranda of understanding and memoranda of agreement
- in-house option directives
- common use arrangements/standing offers
- inter and intra-government agreements
- letters of intent
- licensing agreements

Specialists may include:
- procurement and contracting
- corporate finance
- outsourced procurement or contracting advisers
- legal advisers
- functional/business
- technical
- business owner of the contract
- OHS
- environmental
- audit and probity
- appropriate cross-government department experts

Stakeholders may include:
- end users, customers or clients, and sponsors
- current or potential providers or suppliers
- technical or functional experts or advisers
- commonwealth, state or territory, and local

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	government • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups
Key contract clauses may include:	• specifications • variations • insurances • notices • disputes • intellectual property • privacy • confidentiality • milestones • payments • breaches • penalties • expected standards of behaviour
Risks may include:	• contractor inability to meet agreements • end user or buyer inability to meet obligations • limited number of suppliers • corruption risks • probity risks
Contract management strategy may include:	• formal contract management plan • contract management checklist • setting up routines • checking quality assurance systems • transferring legal responsibility • avoiding implied acceptance of varied conditions through non-enforcement of contractual obligations • applying environmental, sustainability and corporate responsibility principles
Contract management strategy may be ***obtained*** from:	• procurement/contracting area • specialist contract managers • central agencies, such as state supply boards, and contract and management services • finance area

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- legal advisers
- outsourced providers of contracting services

Communication strategies may include:

- setting regular times to talk, meet or check on progress
- protocols for dealing with other stakeholders
- emergency contact arrangements
- diary system to monitor milestones, timeframes, receipt of deliverables, etc.
- strategies for ensuring information flow at critical stages of the contract

Monitoring and control measures may include:

- inspections
- tests
- audits
- reviews
- meetings
- progress reports
- verifications
- identification of non-conformances
- corrective actions

Contract variations may include:

- change of scope
- change in prices
- change in quantity
- change to specifications
- negotiation of new terms and conditions
- dissolution of contracts
- in writing
- verbal variations, confirmed in writing
- variations by action/inaction

Disputes may include:

- disputes over:
  - requirements
  - delivery schedules
  - price changes
  - additional tasking
  - payment schedules
- complaints from third parties

Techniques available to ***resolve*** disputes include:

- conference
- negotiation
- mediation
- expert determination

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	• arbitration • resort to contractual conditions • legal considerations
Negotiation of issues may include:	• contract variations • continuous improvement • innovations • non-compliance • consequences
Review may include:	• planning process • evaluation considerations at each stage of the contract • sources and methods of gathering data • role of audit trails, where applicable • measuring outputs • meeting client needs • considering new and different ways of delivering the service or product in the future • strategies for continuous improvement

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

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PUAEME001 Provide emergency care

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Application

This unit of competency involves the skills and knowledge required to provide emergency care pending the arrival of appropriately qualified personnel. It includes identifying need for emergency care, ensuring personal safety of carer and casualty, reassuring casualty, assessing casualty and implementing emergency care procedures, working cooperatively with personnel from other organisations, recovering and restoring first aid equipment and completing documentation.

The unit is applicable to all public safety personnel who are required to provide initial lifesaving emergency care at an incident. It is not designed for personnel whose primary response role is one of emergency care, first aid or pre-hospital care.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

There are no prerequisites

Competency Field

Emergency Care

Unit Sector

Public Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify need for emergency care	**1.1** Initial assessment is made of extent and nature of emergency care required

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	1.2	Initial assessment is communicated to appropriate personnel, in accordance with organisational policies and procedures
2 Ensure personal safety of carer and casualty	**2.1**	Hygiene is maintained for protection of self and casualty
	2.2	Hazards to the carer are identified and appropriate action is taken to safeguard against injury
3 Reassure casualty	**3.1**	A calm, caring and reassuring manner is adopted in interaction with the casualty and others at the scene
	3.2	Casualty is made comfortable using available resources
4 Assess casualty and implement emergency care procedures	**4.1**	Casualty is assessed for Danger Response Airway Breathing Circulation (DRABC)
	4.2	Vital signs are continually monitored, recorded and any changes considered in planning treatment are reported, as appropriate
	4.3	Treatment appropriate to casualty's injuries are provided, in accordance with approved first aid techniques and standards
	4.4	First aid equipment is operated, in accordance with organisational policies, procedures, protocols and manufacturers' instructions
	4.5	Casualty's condition is monitored and reported, in accordance with organisational policies and procedures and treatment is modified, as required
	4.6	Treatment is maintained until qualified medical help takes over
5 Work cooperatively with personnel from other organisations	**5.1**	Clear and comprehensive reports are provided to personnel involved in ongoing casualty care
	5.2	Members of other emergency services are assisted in their tasks, in accordance with organisational procedures and personal level of responsibility and competence
6 Recover and restore first aid equipment and complete documentation	**6.1**	First aid equipment is recovered, cleaned, inspected and/or tested, stored, restocked and resupplied and medical waste is disposed of safely, in accordance with

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organisational policies and procedures

6.2 First aid equipment faults are rectified and/or reported, in accordance with organisational policies and procedures

6.3 Documentation is completed and processed, in accordance with organisational procedures and legislative and regulatory requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to PUAEME001B Provide emergency care.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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Assessment Requirements for PUAEME001 Provide emergency care

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and includes

- applying Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- assessing casualty and implementing emergency care procedures
- communicating information to casualties and others
- completing documentation
- ensuring personal safety of carer and casualty
- following organisational policies and procedures
- identifying need for emergency care
- providing verbal and/or written reports to paramedical personnel
- reassuring casualty
- recovering and restoring first aid equipment
- remaining calm in difficult situations and when under time pressure
- working cooperatively with others in a team and with personnel from other organisations

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and includes knowledge of

- causes and management of unconsciousness
- communication techniques
- industry standards including Australian Resuscitation Council guidelines
- management of burns, fractures and soft tissue injuries
- organisational documentation, policies and procedures
- organisational guidelines for lifting and carrying
- organisational guidelines for personal hygiene
- personal level of responsibility
- principles of initial casualty management
- priorities for life support in emergencies including the Danger, Response, Airway, Breathing ventilation and Circulation assessments (DRABC) model

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- systems of the body including respiratory, skeletal, digestive, circulatory, nervous, urinary and skin
- techniques for applying resuscitation, controlling bleeding and undertaking casualty assessment
- Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements including risk mitigation

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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PUAEME001B Provide emergency care

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency to provide emergency care pending the arrival of appropriately qualified personnel.

Application of the Unit

This unit applies to all public safety workers who are required to provide initial life-saving emergency care at an incident. It is not designed for workers whose primary response role is one of emergency care, first aid, or pre-hospital care.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR215 Prevent injury (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify need for emergency care	1.1 Initial assessment is made of extent and nature of emergency care required. 1.2 Initial assessment is communicated to appropriate personnel in accordance with ***organisation's policies and procedures.***
2. Ensure personal safety of carer and casualty	2.1 Hygiene is maintained for protection of self and casualty. 2.2 ***Hazards*** to the carer are identified and ***appropriate action*** taken to safeguard against injury.
3. Reassure casualty	3.1 A calm, ***caring*** and reassuring ***manner*** is adopted in interaction with the casualty and others at the scene. 3.2 Casualty is made comfortable using available resources.
4. Assess casualty and implement emergency care procedures	4.1 Casualty assessed for DRABC. 4.2 Vital signs are continually monitored, recorded and any changes considered in planning ***treatment*** and reported as appropriate. 4.3 Treatment appropriate to the casualty's injuries is provided in line with approved ***first aid techniques and standards.*** 4.4 First aid ***equipment*** is operated in accordance with manufacturer's procedures and instructions, and organisational standards, policies, procedures and protocols. 4.5 Casualty's condition is monitored and reported in accordance with organisation's policies and procedures and treatment modified as necessary. 4.6 Treatment is maintained until qualified medical help takes over.
5. Work cooperatively with personnel from other organisations	5.1 Clear and comprehensive reports are provided to personnel involved in ongoing casualty care. 5.2 Members of other emergency services are

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ELEMENT	PERFORMANCE CRITERIA
	assisted in their tasks in accordance with organisation's standards and personal level of responsibility and competence.
6. Recover and restore first aid equipment	6.1 First aid equipment is recovered, cleaned, inspected/tested, stored, restocked and resupplied and medical waste disposed of safely according to organisation's polices and procedures.
	6.2 First aid equipment faults are rectified and/or reported in accordance with organisation's policies and procedures.
7. Complete documentation	7.1 ***Documentation*** is completed and processed in line with legislative, regulatory and organisation's requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating verbally with casualties and others
- completing forms
- following procedures
- providing verbal reports to paramedical personnel
- remaining calm under time pressures and in difficult situations
- working with others in a team situation
- writing reports

Required Knowledge

- Occupational Health and Safety guidelines for lifting and carrying
- systems of the body:
  - respiratory
  - skeletal
  - digestive
  - circulatory
  - nervous
  - urinary
  - skin
- causes and management of unconsciousness
- priorities for life support in emergencies including the DRABC (danger, response,

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airway, breathing ventilation and circulation assessments) model
- Health Department guidelines for personal hygiene
- Australian Resuscitation Council resuscitation guidelines
- applying resuscitation techniques
- controlling bleeding
- casualty assessment
- principles of initial casualty management
- management of fractures and soft tissue injuries
- management of burns
- personal level of responsibility
- limitations
- competency

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competency in this unit must be established through the practical demonstration of first aid skills, maintaining universal precautions and safety awareness.

Accurate documentation and a caring approach to injured persons during first aid activities are critical.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

Exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence.

Specific resources for assessment

Access to first aid equipment used in general operations is essential.

Range Statement

Conditions under which this competency may be required

- operating during any rescue or response situation including specialist rescue

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include:	• hazardous environmental conditions—adverse weather • after dark operations • difficult terrain • debris • traffic • time pressures • varying time frames—short term • sudden impacts • protracted response operations • limited access to equipment necessitating the use of improvised techniques
Equipment may include:	• first aid kit • personal protective equipment • stretchers including improvised
Details of incident obtained from:	• casualty • visual assessment of scene • others at scene
Maintaining personal safety may include:	• washing hands • using gloves
Caring manner may include:	• personal introduction and identification consistent with other priorities • showing empathy • communication with casualty • voice tone and volume • reassurance and gentle treatment all in a culturally appropriate manner
Hazards may include:	• bodily fluids • traffic • environmental hazards • downed wires • bystanders • drugs • sharps
First aid techniques and standards may include:	• Guidelines to Australian Resuscitation Council resuscitation standards • State and Territory regulations
Others may include:	• family • friends at scene
Appropriate action may include:	• protecting scene • isolating scene

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	• relocating casualty
Reporting as appropriate may include:	• team leader • supervisor • medical personnel • paramedical personnel • emergency medical technician
Treatment includes:	• applying resuscitation techniques • controlling bleeding • managing fractures • managing soft tissue injuries • dressing burns and scalds
Qualified health care personnel may include:	• specialist personnel • medical personnel
Organisation's standards, policies, procedures and protocols may include:	• legislation relevant to the provision of emergency care • legislation relevant to the organisation • operational Standard Operating Procedures • operational performance standards
Reporting casualty's condition may include:	• need for confidentiality • status on arrival • treatment provided • history • observations made • changes in conditions • timeframes
Documentation may include:	• written reports • casualty details • approved forms • verbal report • personal notes
Moving casualty may include:	• individually or with assistance • observing decency in regard to culture • a range of manual handling techniques and lifts and carries
Processing documentation may include:	• providing reports to authorised personnel • filing reports • diary entries • logs

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Unit Sector(s)

Not applicable.

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PUAEME003 Administer oxygen in an emergency

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package

Application

This unit of competency involves the skills and knowledge required to administer oxygen and ventilate the lungs in an emergency situation in accordance with industry standards and regulatory body guidelines. It includes assessing casualty and developing a management plan, checking, recovering and restoring equipment, maintaining unobstructed airway, resuscitating casualty and using oxygen to provide therapy.

The unit is applicable to public safety personnel who attend incidents where the use of oxygen in either lifesaving or the ongoing management of a casualty is appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

PUAEME001 Provide emergency care

Competency Field

Emergency Care

Unit Sector

Public Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Assess casualty and develop management plan	**1.1** Assessment of casualty is undertaken including vital signs, details of incident, medical and/or casualty history, physical appearance and other signs and symptoms

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	1.2	Management plan is developed taking into account available equipment, condition of patient and specific conditions
	1.3	Casualty is assisted to a comfortable position suitable for implementation of management plan, where possible
	1.4	Casualty is encouraged and reassured, as required, to aid in the facilitation of effective treatment
	1.5	Medical aid is arranged as soon as possible, consistent with maintaining casualty safety
2 Check equipment	**2.1**	Pre-use check of safety and potential effectiveness of equipment is undertaken, in accordance with operating procedures, industry standards and regulatory requirements
	2.2	Minor equipment faults are diagnosed and repairs are carried out, in accordance with organisational procedures and manufacturers' guidelines
	2.3	Equipment faults and defects are reported and/or recorded, in accordance with organisational procedures
3 Maintain unobstructed airway	**3.1**	Airway is cleared and maintained using non-intervention techniques, where possible
	3.2	Steps are taken to reduce risk to self or others of contamination from the casualty's body fluids
	3.3	Suction apparatus is safely inserted into pharynx and suction initiated using approved techniques to avoid injuring casualty
4 Resuscitate casualty and use oxygen	**4.1**	Face masks and other barriers are used, in accordance with organisational procedures and industry standards
	4.2	Oxygen therapy is used in the ventilation of casualty
5 Recover and restore equipment	**5.1**	Equipment is cleaned, discarded or disinfected, restocked and/or replenished and stored safely, in accordance with organisational procedures
	5.2	Report is forwarded to appropriate personnel, in accordance with organisational procedures

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to PUAEME003C Administer oxygen in an emergency situation.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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Assessment Requirements for PUAEME003 Administer oxygen in an emergency

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and includes

- applying Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- assessing casualty and developing management plan
- assisting casualty to a comfortable position
- communicating with casualty to provide reassurance and comfort
- following organisational policies and procedures
- implementing approved techniques when using suction apparatus
- performing pre-use safety check of equipment and recording faults
- recovering and restoring equipment
- reducing risk to self and/or others of contamination from body fluids
- resuscitating casualty using appropriate barriers
- using non-intervention techniques when clearing and maintaining unobstructed airway
- using oxygen to provide therapy
- working with oxygen equipment and following medically endorsed protocols and manufacturers' guidelines

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and includes knowledge of

- airways
- communication techniques
- correct use of barriers
- correct use of oxygen equipment
- equipment safety checks
- industry standards including Australian Resuscitation Council Standards guidelines
- legislation covering the administration of oxygen
- manufactures' specifications non-intervention techniques when clearing airway
- organisational documentation, policies and procedures

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- potential hazards
- precautions for safe storage and handling of oxygen equipment
- principles of operating equipment and identifying faults
- resuscitation techniques
- signs and symptoms of chronic obstructed breathing including vital signs, physical appearance, obstructed airway and respiratory noises
- techniques for maintenance of unobstructed airway
- Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements including risk mitigation

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry including
  - resuscitation equipment, face masks and barriers
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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PUAEME003C Administer oxygen in an emergency situation

Modification History

Release	TP Version	Comments
2	PUA12 V1	Layout adjusted. Application added. Range Statement reviewed.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers competency in advanced techniques for management of the administration of oxygen and ventilation of the lungs in line with the requirements of the Australian Resuscitation Council and State and Territory regulatory bodies. Expired air resuscitation is covered in the Pre-requisite unit *Provide emergency care*.

Application of the Unit

This unit applies to public safety workers who attend incidents where the use of oxygen in either life-saving or ongoing management of a casualty is appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEME001B Provide emergency care.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess casualty and develop management plan	1.1 Assessment of casualty is undertaken including vital signs, details of incident, medical/casualty history, physical appearance and other signs and symptoms. 1.2 Management plan is developed taking into account available equipment, condition of patient and special requirements of certain conditions. 1.3 Where possible casualty is assisted to a comfortable position suitable for implementation of management plan. 1.4 Casualty is encouraged and reassured as necessary to facilitate effective treatment. 1.5 Medical aid is arranged as soon as possible consistent with maintaining casualty safety.
2. Check equipment	2.1 ***Pre-use check*** of safety and potential effectiveness of equipment is undertaken in accordance with operating procedures, Australian standards and ***regulatory requirements.*** 2.2 Minor faults are diagnosed and repairs are carried out in accordance with organisation procedures to restore equipment to working order. 2.3 ***Faults and defects are reported/recorded*** according to organisational procedures.
3. Maintain unobstructed airway	3.1 Airway is cleared and maintained using non-intervention techniques where possible. 3.2 Appropriate steps are taken to reduce risk to self or others of contamination by the casualty's body fluids. 3.3 Where carried, suction apparatus is safely ***inserted into pharynx*** and suction initiated using approved techniques to avoid injuring casualty.
4. Resuscitate casualty	4.1 Where appropriate face masks and other ***barriers*** are used according to ARC standards.
5. Use oxygen to provide	5.1 Where indicated, oxygen therapy is used in the

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ELEMENT	PERFORMANCE CRITERIA
therapy	ventilation of casualty.
6. Recover and restore equipment	6.1 Equipment is cleaned, and discarded or disinfected, restocked and/or replenished and stored safely according to organisation procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- determining oxygen pressure and volume content of cylinders
- reading oxygen content gauges
- use of resuscitation equipment

Required Knowledge

- air passages
- Australian Resuscitation Council standards
- Australian Standards relevant to resuscitation equipment
- causes of hypoxia and hypoxic hypoxia
- correct use of oxygen cylinders and devices
- disease and chronic airways lesions (COAD/CAL)
- estimation of duration of oxygen supply
- importance of oxygen to the body
- indicators of obstructed breathing
- lower airways diseases
- management of COAD/CAL casualties
- possible causes of hypoventilation
- precautions for safe storage and handling of oxygen cylinders
- principles of operation and troubleshooting
- respiratory system- lungs
- resuscitation and kits - specifications
- significance of respiratory noises
- signs and symptoms of chronic obstructed airways
- techniques for maintenance of unobstructed airway
- the mechanism of respiration

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Use of oxygen equipment in accordance with relevant standards and guidelines.

Consistency in performance

Evidence will need to be gathered over time across a range of variables.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment

Specific resources for assessment

- determining oxygen pressure and volume content of cylinders
- reading oxygen content gauges
- use of resuscitation equipment

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Pre-use check may include:
- checking existence of suitable prominent warnings about precautions to be observed
- checking for damage
- to replenish and/or restore

Regulatory requirements may include:
- Australian Resuscitation Council
- relevant State and Territory regulatory bodies

Reporting/recording faults and damage may include:
- verbal
- filling out and processing standard form

Inserted into pharynx:
- no further than the back teeth

Barriers may include:
- facemasks
- unidirectional valves
- bidirectional valves
- filters

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Unit Sector(s)

Not applicable.

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PUAEME004A Provide emergency care for suspected spinal injury

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency required to minimise further injury to a casualty when applying first aid and waiting for emergency medical aid.

Application of the Unit

The application of this unit in the workplace covers recognition and management of suspected spinal injuries while waiting for emergency medical aid.

The unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations which provide a first aid service in an environment where there is a risk of spinal injuries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

HLTFA211A Provide basic emergency life support

OR

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify suspected spinal injury	1.1 ***Signs and symptoms*** from a conscious casualty that may suggest a spinal injury are identified. 1.2 ***Signs of life*** in an unconscious casualty are confirmed. 1.3 ***Basic life support protocols*** are followed with care for casualty's spine where casualty exhibits no signs of life. 1.4 ***Likely causes of unconsciousness that may suggest a spinal injury*** are identified. 1.5 Emergency medical aid is requested.
2. Immobilise cervical spine	2.1 Casualty is communicated with to provide reassurance and to explain the need to minimise movement of their spine. 2.2 Casualty is measured and appropriately sized cervical collar is selected. 2.3 Cervical collar is applied ensuring correct location and tension is applied. 2.4 Conscious standing casualty is assisted to supine position in accordance with organisational procedures and availability of personnel.
3. Evaluate need to move casualty	3.1 Potential ***hazards*** to first aider and to casualty are identified. 3.2 Risk of not moving the casualty while waiting for medical aid to arrive is evaluated. 3.3 Plan to move casualty is developed.
4. Prepare casualty for transport	4.1 Casualty is communicated with to provide reassurance and the need to immobilise the casualty for ***transport*** is explained. 4.2 ***Equipment*** to immobilise the casualty's spine is

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ELEMENT	PERFORMANCE CRITERIA
	selected. 4.3 Immobilisation equipment is applied in accordance with manufacturer's instructions and organisational procedures.
5. Transport and monitor casualty	5.1 Casualty is transported away from hazards ensuring smooth movements are used by team. 5.2 Team is directed in coordinated lifting movement and lowering of casualty. 5.3 Casualty is ***monitored*** during transport.
6. Perform casualty handover	6.1 ***Details*** of incident are communicated to medical personnel. 6.2 ***Assistance*** is given to medical personnel as requested. 6.3 Debriefing with supervisor or other operational staff is undertaken. 6.4 Relevant log books are completed according to organisational requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess casualty
- communicate effectively with casualty to provide reassurance
- use safe manual handling skills

Required Knowledge

- common causes of spinal injuries relevant to the work environment
- risks associated with moving a casualty with a suspected spinal injury
- safe manual handling techniques
- signs and symptoms of suspected spinal injury
- techniques for manual stabilisation
- types of spinal immobilisation equipment available

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with

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the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • identify casualty with a suspected spinal injury • evaluate the need to move casualty with a suspected spinal injury • immobilise casualty prior to moving **Consistency in performance** Competency should be demonstrated in a range of first aid incidents or scenarios requiring management of suspected spinal injuries.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed by managing suspected spinal injuries during first aid scenarios. **Specific resources for assessment** Access is required to: • equipment used in managing suspected spinal injuries
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for

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different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Signs and symptoms of a suspected spinal injury may include:	• back or neck pain • dilated pupils • head injuries • headache or dizziness • increased muscle tone • loss of bladder/bowel control • loss of function in hands or feet • prioprism • tingling or lack of feeling in upper or lower limbs
Signs of life may include:	• breathing • consciousness • movement
Basic life support protocols include:	• Australian resuscitation council guidelines
Likely causes of unconsciousness that may suggest a spinal injury may include:	• diving accident • fall from a height • industrial accident • motor vehicle accident • severe penetrating wounds (impaled, gunshot) • significant blow to the head • sporting accident
Hazards may include:	• fire • traffic • water
Transport may include:	• carrying casualty • using a vehicle
Equipment may include:	• cervical collars • scoop stretchers • spine boards and strapping • stokes baskets
Monitoring casualty may include:	• Assessing vital signs such as: level of consciousness breathing rate pulse rate skin colour and temperature • Remaining with casualty
Details may include:	• casualty injuries • treatment provided
Assistance may include:	• carrying casualty

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- performing cardiopulmonary resuscitation (CPR)

Unit Sector(s)

Not applicable.

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PUAOPE010C Operate an automated external defibrillator in an emergency

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to operate an automated external defibrillator (AED) to defibrillate a casualty in an emergency situation.

This unit includes advanced techniques for management of the administration of an AED in line with the requirements of the Australian Resuscitation Council and State and Territory regulatory bodies. The unit also involves working with personnel who are engaged in the resuscitation of the casualty.

Cardio pulmonary resuscitation is covered in the prerequisite unit PUAEME001B Provide emergency care.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

The application of this unit in the workplace covers administration of an AED according to a medically endorsed protocol, working with or without other personnel while engaged in the resuscitation of a casualty.

The unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations that provide a medically supervised first aid service.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUAEME001B Provide emergency care

OR

HLTFA211A Provide basic emergency life support

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess casualty and develop management plan	1.1 ***Hazards*** are identified, minimised and if possible removed, in accordance with state/territory ***regulatory requirements***
	1.2 ***Casualty*** is reassured and positioned in a suitable position
	1.3 Evaluation of ***signs and symptoms*** is undertaken to determine the casualty's condition
	1.4 Casualty's condition is analysed to determine treatment requirements
	1.5 Management plan is developed based on the results of the casualty assessment and the availability of equipment
	1.6 Medical aid is arranged as soon as possible, consistent with maintaining casualty safety
2. Check equipment	2.1 ***Pre-use check*** of safety and potential effectiveness of equipment is undertaken in accordance with operating procedures, Australian Standards and regulatory requirements
	2.2 Minor faults are diagnosed and repairs are carried

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ELEMENT	PERFORMANCE CRITERIA
	out to restore equipment to working order in accordance with organisational procedures
	2.3 Faults and defects are ***reported***/***recorded*** in accordance with organisational procedures
3. Attach and operate equipment	3.1 Equipment is set up in accordance with manufacturer's instructions
	3.2 AED is attached and operated as per manufacturer's guidelines and safety procedures
	3.3 Work is undertaken cooperatively with person conducting resuscitation techniques
4. Recover and restore equipment	4.1 Equipment is cleaned, discarded or disinfected, restocked and/or replenished in accordance with organisational procedures and manufacturer's guidelines
	4.2 Equipment is charged, stored and safeguarded against damage or loss in accordance with organisational procedures
	4.3 Reports are completed and submitted to appropriate personnel

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively
- manage self and own work
- manage time
- participate as a team member
- use resuscitation equipment and techniques

Required Knowledge

- Australian Resuscitation Council standards
- circulatory system
- common cardiac rhythms
- defibrillation safety
- duty of care
- effective adherence of pads
- electrical action of the heart
- management of COAD/CAL casualties

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- mechanical action of the heart
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- positioning of electrodes pads
- precautions for safe storage and handling of defibrillator resuscitation and kits - specifications
- principles of operation and troubleshooting
- relevant Australian Standards
- relevant state/territory legislative and regulatory requirements
- respiratory system
- roles and responsibilities of team members
- SAED basic operations
- safety precautions
- shock delivery protocols
- shockable rhythms
- techniques for maintenance and battery changes
- verbal and non-verbal communication techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply safe work practices while using an AED • manage the situation in a calm and orderly manner and to take every action to ensure the safety and comfort of the casualty. **Consistency in performance** Competency should be demonstrated over time across a range of emergency situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a simulated emergency situation. Simulation should recreate realistic emergency situations in which the individual is exposed to the full range of hazards and is placed under the same pressures and timelines associated with operating a an AED in an emergency situation.

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	Specific resources for assessment Access is required to: • defibrillation equipment/kit • appropriate resuscitation manikin • suitable site or training area to simulate an emergency situation
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards include:	• contact with patient during defibrillation • conductive surfaces (water, fluids, metal) • explosive environments (oxygen, gases, fumes) • unstable environment
Regulatory requirements may include:	• Australian Resuscitation Council requirements • relevant state/territory regulatory requirements
Casualties may include:	• adults • children over 8 years old/25 kg
Signs and symptoms may include:	• casualty history • details of incident • medical history

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Equipment may include:	• physical appearance • vital signs • gauze wipes • gloves • razors • resuscitation masks • SAED equipment used for delivery of external defibrillation • shears • spare AED pads • spare battery
Pre-use check may include:	• battery life • environmental factors that affect operation • existence of suitable prominent warnings about precautions to be observed • for damage or malfunctions • pad use by date • to replenish and/or restore
Reporting/recording faults and defects may include:	• filling out and processing standard forms • verbal communication

Unit Sector(s)

Not applicable.

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PUAOPE013 Operate communications systems and equipment

Modification History

Release 1. This is the first release of this unit of competency in the Public Safety Training Package.

Application

This unit of competency involves the skills and knowledge required to transmit and receive communications in routine and operational situations using the organisation's communications systems and equipment.

The unit is applicable to personnel who are required to operate an organisation's communications systems and equipment in support of the tasks they are undertaking. This may occur either in the field or from a facility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Operations

Unit Sector

Public Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Use communications systems and equipment	**1.1** Communications equipment and techniques, including verbal transmissions and voice procedures, are selected to best meet the task, context and needs of the situation
	1.2 Equipment is operated safely to support communications

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		consistent with organisational policies and procedures
	1.3	Communications system is correctly utilised to facilitate transmission and reception
2 Transmit and receive communications	**2.1**	Information is transmitted concisely and clearly to facilitate accurate reception of the message, in accordance with organisational policies and procedures
	2.2	Contact is acknowledged, communication is confirmed, and action is initiated
	2.3	Communication faults and deficiencies are reported, in accordance with organisational policies and procedures
	2.4	Alternative communications strategies are employed, in accordance with organisational procedures, to address identified faults and deficiencies in communication
	2.5	Communication is processed and recorded, in accordance with organisational policies and procedures
3 Maintain communications equipment	**3.1**	Communications equipment is inspected to ensure operational readiness
	3.2	Fault finding techniques are applied and basic maintenance is conducted, in accordance with organisational policies and procedures
	3.3	Faulty equipment is identified and noted for repair and documentation is completed, in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

organisation's communications equipment must include	• radio • telephone

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Unit Mapping Information

This unit replaces and is equivalent to PUAOPE013A Operate communications systems and equipment.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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Assessment Requirements for PUAOPE013 Operate communications systems and equipment

Modification History

Release 1. This is the first release of this unit of competency in the Public Safety Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements, performance criteria and range of conditions on at least one occasion and includes

- applying Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- following organisational protocols, policies and procedures
- maintaining communications equipment
- making verbal transmissions
- operating a range of different communications equipment
- reporting communication faults and deficiencies
- transmitting and receiving communications using the organisation's communications systems and equipment
- using communications systems and equipment under non-operational and operational conditions
- using verbal communication procedures
- using voice techniques

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements, performance criteria and range of conditions and includes knowledge of

- organisational documentation, policies and procedures
- range of communications equipment available
- types of and use of communications systems including organisational networks and hardware
- verbal transmission procedures
- voice techniques
- Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements including risk mitigation

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry including
  - communications systems and equipment
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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RGRPSH308 Provide first aid and emergency care for horses or other equines

Modification History

Release	Comments
Release 1	This version released with RGR Racing and Breeding Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to measure and record vital signs of horses or other equines, identify and report signs of common illnesses and injuries, provide emergency care and follow first aid policies and procedures.

The unit applies to individuals who work in a broad range of occupations in horse-related or other equine-related industries, carrying out work under broad direction within industry guidelines.

All work must be carried out to comply with workplace procedures, in accordance with applicable state/territory animal welfare and workplace health and safety legislative requirements.

No licensing or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Performance services horse (PSH)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Recognise and report signs of ill health or injury in horses or other	1.1 Inspect incident site and assess risks prior to helping horses or other equines

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
equines	1.2 Measure and record temperature, pulse and respiration in line with appropriate first aid procedures 1.3 Observe and report hydration levels and capillary refill in line with appropriate first aid procedures 1.4 Observe, identify and report signs of common illnesses in horses or other equines in line with appropriate first aid procedures 1.5 Observe, identify and report signs of shock in horses in line with appropriate first aid procedures 1.6 Determine and report signs of common injuries in horses or other equines according to workplace policies and procedures
2. Assess illnesses or injuries in horses or other equines	2.1 Assess threat to life of illness or injury, and incorporate into plan of action 2.2 Calm, restrain and/or quarantine horses or other equines using safe and ethical handling techniques 2.3 Follow first aid policy and procedures with respect to obligations to owners, state regulations, stable policy and duty of care 2.4 Follow referral or reporting procedures for injury, treatment and emergency care according to workplace first aid procedures
3. Apply basic first aid to horses or other equines	3.1 Use restraints and safe and ethical handling techniques to prevent further injury or to apply first aid to horses or other equines 3.2 Clean wounds and protect from further contamination or injury in line with appropriate first aid procedures 3.3 Apply bandages for management of bleeding, swelling and wounds in line with appropriate first aid procedures 3.4 Control swelling using appropriate techniques and materials in line with appropriate first aid procedures 3.5 Nurse horse or other equine to reduce impact of shock, distress and pain in line with appropriate first aid procedures 3.6 Monitor behaviour and vital signs, and record observations and treatments in line with appropriate first aid procedures
4. Respond to hoof and leg illnesses and injuries	4.1 Inspect feet and legs for signs of injury, soreness or foreign bodies 4.2 Identify common injuries and ailments to hooves, feet and legs 4.3 Apply poultice to affected area in line with appropriate first aid practices

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.4 Determine damage or irregular condition and fit of shoes
5. Assess health and fitness of horses or other equines	5.1 Implement pre-race and post-race or activity assessment of horse or other equine for injuries, distress, health and fitness 5.2 Apply pharmaceutical or therapeutic treatments under trainer or veterinary or equine health practitioner instructions and supervision 5.3 Identify and follow industry rules relating to prohibited substances and alternative treatments

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret textual information in workplace procedures and veterinary and medical instructions relating to the health and welfare of horses • Locate and interpret key information in medication labels
Writing	• Use clear language and accurate industry and/or medical terminology for reporting and recording horse health and welfare information
Numeracy	• Perform basic calculations and measurements of volume, weight and ratios to determine doses of medication
Navigate the world of work	• Follow workplace procedures, including safety, animal welfare and first aid administration requirements, and meet expectations relating to own role and area of responsibility
Interact with others	• Follow accepted industry practices and protocols for working collaboratively with and reporting horse health issues to supervisors and specialists
Get the work done	• Monitor horse condition, assess health and injury irregularities and make decisions to initiate routine treatment or seek specialist advice and assistance

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
RGRPSH308 Provide first aid and emergency care for horses or other equines	RGRPSH308A Provide first aid and emergency care for horses	Updated to meet Standards for Training Packages. Minor changes to title and performance criteria.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c4b8489-f7e1-463b-81c8-6ecce6c192a0https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c4b8489-f7e1-463b-81c8-6ecce6c192a0

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Assessment Requirements for RGRPSH308 Provide first aid and emergency care for horses or other equines

Modification History

Release	Comments
Release 1	This version released with RGR Racing and Breeding Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has provided first aid and emergency care for at least two horses or other equines (or completed appropriate simulations), including for each:

- recognised illness or injury and carried out a safety check of the factors relating to situation, incident site and/or treatment environment
- provided appropriate first aid and treatments to horse or other equine, including:
  - responding to hoof and leg illness or injury
  - calming and/or restraining horse or other equine safely and ethically
- reported irregularities to stable nominated person in a timely manner.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles, practices and industry terminology related to emergency care and first aid for horses or other equines
- safe handling techniques, including:
  - risks associated with catching, handling and restraining equines
  - methods of restraining horses or other equines
  - common equine behaviour, including when injured, stressed or ill
- signs and types of treatment for common illnesses and injuries in equines, including:
  - lameness
  - shock
- relevant industry rules for providing first aid and emergency care for horses, including:
  - rules for prohibited substances and alternative treatments
  - zoonosis, disease and biosecurity control

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  - reporting requirements, including for infectious reportable illnesses – Strangles, tetanus, EI, Hendra
- industry standards and expectations relevant to providing first aid and emergency care for horses:
  - effective working relationships, including teamwork
  - industry animal welfare requirements
  - industry safety requirements, including safe operating procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately reflects performance in a real workplace setting
- resources, equipment and materials:
  - various horses or other equines requiring first aid or emergency care assessed as suitable for the skills and experience of the individual; or appropriate simulations if safety or access to injured equines is restricted
  - materials and equipment relevant to providing first aid and emergency care
  - access to trainer and/or veterinarian for instructions.

Training and assessment strategies must show evidence of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training.*

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c4b8489-f7e1-463b-81c8-6ecce6c192a0

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SFICOMP205B Communicate effectively in cross-cultural environments

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves interacting with confidence with those from cultures different to one's own using culturally appropriate verbal and non-verbal communications. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use verbal and non-verbal communication in a culturally sensitive manner	1.1. ***Cultural differences*** of the client are identified. 1.2. A rapport with the client is established to facilitate further conversation. 1.3. ***Conventions of conversation*** and language patterns are respected. 1.4. Language and concepts used are appropriate to the client. 1.5. Gestures and non-verbal communication used are appropriate. 1.6. Dress and attitude are appropriate for client interaction.
2. Interact with clients in a culturally appropriate way	2.1. ***Strategies*** for developing effective cross-cultural relationships are used. 2.2. ***Barriers to effective cross-cultural communication*** are identified and addressed to maintain effective relationships. 2.3. Strategies for resolving differences or misunderstandings are used. 2.4. ***Resources*** to facilitate effective communication within the workplace are identified and used. 2.5. Compliance requirements are based on culturally appropriate practices.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• demonstrating respect for people and their culture • identifying culturally-safe work practices • making and maintaining cross-cultural relationships • using verbal and non-verbal communication techniques to sensitively and respectfully communicate in a cross-cultural context. **Literacy skills used for**: • illustrating compliance requirements.
Required knowledge

• differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
• fundamental patterns of cultural difference, including:
  • approaches to completing tasks
  • approaches to knowing
  • attitudes to conflict
  • attitudes to disclosure
  • communication styles
  • decision-making styles
• interpreter resources
• legislation and policies relevant to access and equity that may include:
  • commonwealth, state or territory legislation
  • community standards and regulations
  • industry codes of practice
  • organisational policies, procedures and practices
• past and present power relations and their impact on the workplace
• racism and discrimination and laws pertaining to these issues
• understanding words and actions of people from differing backgrounds:
  • non-verbal communication conventions
  • verbal communication conventions.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • communicate effectively and sensitively within a cross-cultural context. Assessment must confirm knowledge of: • cultural differences and their impact on the appropriate use of verbal and non-verbal communication • barriers to effective cross-cultural communication.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Evidence of competency may be gathered over time and from a range of actual or simulated situations. Resources may include: • agency policies and procedures.
Method of assessment	The following assessment methods are suggested: • role-play or simulation • observation of practical demonstration • scenarios or case studies • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Communication may include:	• gender specific • gestures • signs • verbal and non-verbal • written.
Cultural differences may include:	• interpersonal approach • perceived authority • priorities • responsibilities • terms of reference • thinking and learning styles • values and beliefs.
Conventions of conversation may include:	• affirmation • assertiveness • eye contact • questioning techniques • time orientation • use of names.

Strategies for developing effective cross-cultural communication may include:	• general guidelines and standards for approaching specific tasks and issues
	• mutual respect
	• relevant concepts and information presented using:
	  • diagrams
	  • flow charts
	  • graphs
	  • interactive multimedia
	  • pictures
	  • tables
	  • video camera images
	  • visual or iconic representations
	• workplace induction programs.

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RANGE STATEMENT	
Barriers to effective cross-cultural communication may include:	• assumptions • power imbalance • racist and prejudiced attitudes • socioeconomic • stereotypes and generalisations • structural.
Strategies for resolving differences may include:	• mediation • negotiation of culturally appropriate guidelines • workplace codes of practice.
Resources may include:	• people identified with appropriate cross-cultural knowledge • reference groups • workplace designed to accommodate cultural needs • workplace policies and procedures.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SIRXCCS201 Apply point-of-sale handling procedures

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release Date	Comments
First Release:	This is a revised unit, based on and equivalent to SIRXCCS001A Apply point-of-sale handling procedures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

It covers demonstration of the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions, and process a number of methods of payment, according to store policies.

Application of the Unit

This unit applies to frontline service personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Operate point-of-sale equipment.	1.1. Open and close point-of-sale terminal according to ***store policy and procedures***. 1.2. Clear point-of-sale terminal and transfer tender according to store procedure. 1.3. Handle cash according to store security procedures. 1.4. Maintain supplies of change in point-of-sale terminal according to store policy. 1.5. Attend active point-of-sale terminals according to store policy. 1.6. Complete records for transaction errors according to store policy. 1.7. Maintain adequate supplies of dockets, vouchers and ***point-of-sale documents***. 1.8. Inform ***customers*** of delays in the point-of-sale operation where required.
2. Ensure accuracy of transactions.	2.1. Identify and perform ***numerical calculations*** to ensure accurate pricing and collection of money. 2.2. Collect numerical information from various sources and calculate accurately with or without the use of a calculator.
3. Perform point-of-sale transactions.	3.1. Complete ***point-of-sale transactions*** according to store policy. 3.2. Identify and apply store procedures in respect of cash and non cash transactions. 3.3. Identify and apply store procedures in regard to exchanges and returns. 3.4. Move goods through point-of-sale area efficiently and with attention to fragility and packaging. 3.5. Enter information into ***point-of-sale equipment***. 3.6. State price or total and amount of cash received verbally to customer. 3.7. Tender correct change.

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4. Complete sales.	4.1. Complete customer order forms, invoices and receipts and process any loyalty card transactions. 4.2. Identify and process customer delivery requirements according to set timeframes. 4.3. Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay. 4.4. Acknowledge and thank customer in line with store policy and procedures.
5. Wrap and pack goods.	5.1. Maintain and request adequate supplies of ***wrapping and packaging materials***. 5.2. Select appropriate wrapping or packaging material. 5.3. Wrap merchandise neatly and effectively where required. 5.4. Pack items safely to avoid damage in transit, and attach labels where required. 5.5. Arrange transfer of merchandise for parcel pick up or other ***delivery methods*** if required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - inform customers of delays
  - listen actively
  - request adequate supplies of wrapping material or bags through clear and direct communication
  - share information
  - state price or total and amount of cash received
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- self-management skills to:
  - deal with different types of transactions
  - follow set routines and procedures
- literacy and numeracy skills to:
  - document sales and delivery information
  - render change
  - undertake work functions, including addition, division, multiplication, percentages and subtraction

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Required knowledge

- cash and non-cash handling procedures, including:
  - balancing point-of-sale equipment
  - calculating non-cash documents
  - change required, denominations of change and tendering change
  - clearance of terminal and transference of tender
  - counting cash
  - maintenance of cash float
  - opening and closing point-of-sale terminal
  - recording takings
  - security of cash and non-cash transactions
- functions and procedures for operating point-of-sale equipment, including:
  - calculators
  - electronic scales
  - numerical display board
  - registers
- merchandise handling techniques, including wrapping and packaging techniques
- range of services provided by the store
- relevant legislation and statutory requirements, including:
  - industry codes of practice
  - work health and safety (WHS)
  - Australian consumer law
  - scanners
- store policy and procedures in relation to:
  - allocated duties and responsibilities
  - bag checking
  - customer service
  - exchanges and returns
  - handling, packing and wrapping goods or merchandise
  - point-of-sale transactions
- stock availability
- key features of a calculator

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • operates point-of-sale equipment according to manufacturer instructions and store policy and procedures • applies store policy and procedures in regard to cash handling and point-of-sale transactions • interprets, calculates and records numerical information accurately • processes sales transaction information responsibly and accurately according to store policy and procedures • applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated retail work environment
	• relevant documentation, such as:
	  • stock, inventory and price lists
	  • financial transaction dockets and slips
	  • lay-by, credit and product return slips
	  • store policy and procedures manuals
	• a range of point-of-sale equipment.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the work • role play • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, work and job role is recommended, for example: • SIRXCCS202 Interact with customers • SIRXFIN201 Balance and secure point-of-sale terminal • SIRXINV001A Perform stock control procedures • SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the

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performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Store policy and procedures in regard to:	• cash handling • financial transactions • handling techniques of stock • operation of point-of-sale equipment • sales transactions • security.
Point-of-sale documents may include:	• credit slips • lay-by slips • message pads • order forms • product return slips • promotional materials.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Numerical calculations may include:	• addition and subtraction • calculations of cash amounts and change • calculations of discount amounts • estimation of quantities • measurement • multiplication and division • percentages.
Point-of-sale transactions may include:	• cheques • credit cards and store cards • EFTPOS • exchanges • gift vouchers • lay-by • returns • smart cards • travellers cheques.
Point-of-sale equipment may include:	• cash drawer • cash register • EFTPOS terminal • electronic scales • numerical display board

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	• scanner • security tagging.
Wrapping and packaging materials may include:	• adhesive tape • bags • boxes • bubble wrap • gift wrapping • paper • ribbon • string.
Delivery methods may include:	• courier • domestic or international delivery • freight • parcel pick-up • post or express post.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SIRXINV005A Control inventory

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

Application of the Unit

This unit applies to team members at a supervisory level who plan, coordinate and implement activities associated with the receipt, dispatch, storage and movement of merchandise. This includes observing maintenance procedures for storage areas and equipment, according to store policy and procedures and relevant legislation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage receipt, dispatch and storage of merchandise.	1.1. Receive, dispatch and store merchandise according to ***store policy and procedures***. 1.2. Determine cost-effective and efficient methods for goods movement according to store policy. 1.3. Implement maintenance procedures for storage areas and ***equipment*** according to store policy.
2. Manage stock control.	2.1. Implement store policy and procedures in regard to ***stock control*** and inventories. 2.2. Establish and implement store procedures to monitor and control stock levels. 2.3. Maintain budgeted stock levels. 2.4. Establish and implement stocktaking procedures. 2.5. Establish and implement ***contingency plans*** in regard to stock delivery times. 2.6. Document and prepare accurate ***reports*** on stock inventories.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- technical skills to use electronic recording equipment
- time management skills to maintain stock levels according to store policy and procedure requirements
- literacy and numeracy skills to:
  - maintain stock control reports and documentation
  - process orders
  - maintain delivery and supply records
  - maintain stock distribution records
  - maintain stock recording systems

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- analyse data
- prepare and present reports

Required knowledge

- store policy and procedures in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage in an appropriate environment
  - equipment used to move stock
- store systems and equipment for stock recording and control
- inventory control
- storage security
- licensing requirements for operating moving equipment (if applicable)
- relevant legislation and statutory requirements
- relevant industry codes of practice
- Work Health and Safety (WHS) legislation and codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policy and procedures, including OHS policies and guidelines
- implements maintenance procedures for storage areas and equipment according to store policy
- plans, coordinates and implements activities associated with stock control, including:
  - monitoring and controlling stock levels
  - establishing and maintaining stocktaking procedures
  - documenting and reporting on inventories according to store policy and procedures.

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Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	  • store policy and procedures on inventory control
	  • legislation and statutory requirements
	  • industry codes of practice
	  • WHS legislation and codes of practice
	• access to:
	  • a stock control system
	  • stock control equipment
	  • a team.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• receipt of goods from suppliers • dispatch of goods • shrinkage prevention • waste controls • safety controls • secure storage • stock control and inventories.
Equipment may include:	• electronic bar coding equipment • weighing machines • thermometers

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- climate control
- cold storage units
- storage fixtures
- trolley return equipment
- portable data entry
- cutting equipment
- protective clothing.

Stock control may include:

- stocktaking
- monitoring stock levels
- cyclical counts
- minimisation of out-of-date stock
- quality control.

Contingency plans may include:

- breakdowns
- delays
- floods
- breakages.

Reports may include:

- business documents
- informal reports
- stocktake reports.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

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SIRXINV404 Manage retail merchandise

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	New unit incorporating some content from SIRXINV004A Buy merchandise.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct market analyses, plan merchandise ranges, procure and rationalise stock, and implement staff merchandise training to maximise profit in a changing retail environment.

Application of the Unit

This unit applies to store and department managers with responsibility for managing the range and quality of merchandise offered, and creating opportunities to improve sales while maximising profits.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse market.	1.1. Identify and analyse ***store merchandise and marketing policy*** and procedures to confirm current market position. 1.2. Monitor ***customer requirements*** formally and informally in order to evaluate market trends and customer needs. 1.3. Research new products to clarify demand and fit with current market position. 1.4. Identify and evaluate opportunities to adjust merchandise range to improve sales. 1.5. Monitor ***merchandise range*** to identify the demand for individual items and seasonal variations. 1.6. Monitor market competition to identify and evaluate changes to merchandise range. 1.7. Measure, analyse and report on existing and potential stock loss and dissipation and their impact on business operations. 1.8. Analyse store or department sales figures to determine contribution rates of different product lines. 1.9. Determine store or department space requirements and brand product mix according to store policy. 1.10. Determine future directions for merchandise ranges according to store policy.
2. Analyse factors affecting stock levels and range requirements.	2.1. Measure, analyse and report on existing and potential stock loss and dissipation and their ***impact on business operations***. 2.2. Analyse store or department sales figures to determine contribution rates of different product lines. 2.3. Determine store or department space requirements and brand product mix according to store policy. 2.4. Determine future directions for merchandise ranges according to store policy.
3. Plan merchandise ranges.	3.1. Develop and implement buying plan, according to outcomes of analysis and store policy. 3.2. Liaise with ***relevant personne***l to coordinate promotional and marketing activities.

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	3.3. Determine investment levels with reference to previous years' sales figures, predicted demand and projected gross profit. 3.4. Identify and implement strategies to improve contribution of different product lines to overall sales. 3.5. Determine required stock levels according to peak seasons, special events and supplier lead time. 3.6. Analyse, evaluate and amend merchandise range and sources of supply according to ***feedback*** from management, staff and customers.
4. Introduce product ranges.	4.1. Inform relevant personnel of new product ranges and advise on preferred location of merchandise. 4.2. Implement ***staff training*** in product knowledge to introduce product range. 4.3. Demonstrate or display new ranges to ***staff***, according to store merchandising plan.
5. Maximise profit.	5.1. Calculate or estimate individual product range contributions against budget and targets. 5.2. Develop and implement product range assessment checks against budget and targets. 5.3. Calculate or estimate overall selling space contributions according to store merchandising plan. 5.4. Determine store pricing policies according to stated net profit margin in store merchandising plan and consumer law.
6. Rationalise stock.	6.1. Review and update stock range at regular intervals. 6.2. Identify stock lines to be ***deleted*** and take action to minimise adverse effect on profit. 6.3. ***Consolidate stock*** as required to maximise sales potential.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to evaluate and analyse:
  - market trends and projections
  - sales figures and investment levels
  - space requirement
- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - establish supplier relationships and negotiate supply of goods

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  - give instructions
  - liaise with relevant personnel
  - provide feedback and coaching through clear and direct communication
  - provide information and training on product range
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
  - analyse stock figures
  - calculate and estimate product range contributions
  - develop pricing policies
- technology skills to use and apply technology, including electronic data interchange (EDI)

Required knowledge

- store policy and procedures in regard to:
  - buying
  - current and future stock inventory levels
  - marketing
  - profit margins
  - quality control
  - stock location and allocated areas
- industry and store information, including:
  - channels of distribution
  - existing and possible new suppliers
  - market competition
  - market needs
  - pricing procedures, including GST requirements
  - range of merchandise available
- product knowledge
- relevant legislation, statutory requirements and codes of practice relating to the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to

Evidence of the following is essential:

- applies store policy and procedures, industry codes of practice, statutory requirements and regulations in regard to buying,

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demonstrate competency in this unit	merchandising and marketing practices • demonstrates planning, procurement and rationalisation of stock and merchandise ranges • interprets market trends and applies them to the store situation to create opportunities to improve sales, while maximising profits • trains and communicates information to and from staff or team members in regard to stock, merchandise and service range.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment, including existing merchandise ranges
	• relevant store systems, information and documentation, including:
	  • stock management system
	  • store or department sales figures
	  • merchandise budget information
	  • merchandising and marketing policies
	  • merchandising plan, including space allocation data
	  • merchandise and supplier data
	  • sales staff.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

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Store merchandise and marketing policies may include:	• current market position • store culture • target market.
Customer requirements may be monitored by:	• observation • questionnaires • surveys.
Merchandise range may include:	• existing stock • new stock.
Impact on business operations may include:	• budgeting • buying • ordering patterns • planning.
Relevant personnel may include:	• frontline staff • relevant managers • specialist staff • supervisors • team leaders.
Feedback may be sought and given:	• in groups or individually • verbally or in writing.
Staff training may include:	• off-the-job • one-on-one coaching • on-the-job • any combination of the above.
Staff may include:	• full-time, part-time, casual or contract staff • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels.
Stock lines may be ***deleted*** due to:	• changes in store policy and culture • customer requirements • fashion trends • problems with supply • product availability • sales performance.
Consolidation of stock may include:	• movement of stock between departments or stores.

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Unit Sector(s)

Cross-Sector

Competency Field

Inventory

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SIRXMER201 Merchandise products

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER001A Merchandise products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

Application of the Unit

This unit applies to frontline retail personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Place and arrange merchandise.	1.1. Unpack ***merchandise*** according to ***store policy and procedures*** and ***legislative requirements***. 1.2. Place merchandise on floor, fixtures and shelves in determined locations according to work health and safety (WHS) legislative requirements. 1.3. ***Display*** merchandise to achieve a balanced, fully-stocked appearance and promote sales. 1.4. Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedures. 1.5. Place stock range in line with fixtures, ticketing, prices and bar codes. 1.6. Rotate stock according to stock requirements and store procedure. 1.7. Ensure stock presentation conforms to special ***handling techniques*** and other ***safety requirements***.
2. Prepare and apply labels and tickets.	2.1. Prepare ***labels and tickets*** for window, wall or floor displays according to store policy. 2.2. Prepare tickets using electronic equipment or neatly by hand according to design specifications and store procedures. 2.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action according to store procedures. 2.4. Use, maintain and store electronic ticketing and labelling equipment according to manufacturer's instructions and store procedures. 2.5. Place labels and tickets visibly and correctly on merchandise. 2.6. Replace labels and tickets according to store policy.
3. Maintain displays.	3.1. Reset or dismantle unsuitable or out-of-date displays and ***special promotion areas*** as directed. 3.2. Assist supervisor in selection of merchandise for display. 3.3. Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures. 3.4. Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and

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	legislative requirements.
	3.5. Identify optimum stock levels and replenish stock according to store policy.
	3.6. Remove excess packaging and maintain display areas in a clean and tidy condition.
4. Protect merchandise.	4.1. Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - read and interpret store procedures and guidelines
  - read and interpret manufacturer instructions
- self-management skills to complete tasks in a set timeframe
- technology skills to operate and maintain manual and electronic labelling and ticketing equipment

Required knowledge

- store policies and procedures in regard to:
  - availability and use of display materials
  - correct storage of stock
  - correct storage procedures for labelling and ticketing equipment and materials
  - location of display areas
  - merchandise range
  - merchandising, ticketing and pricing of stock
  - scheduling for building or rotating displays
  - stock replenishment
  - stock rotation
  - store promotional themes, including advertising, catalogues and special offers
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant WHS regulations, including:
  - manual handling
  - hygiene and sanitation

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  - hazardous substances
  - labelling of workplace substances
- relevant legislation and statutory requirements relating to merchandising product
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice relating to merchandising product

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props

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- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and WHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant legislation and industry codes of practice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services
- SIRXSLS002A Advise on products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Merchandise may be characterised by:

- type
- brand
- size
- customer needs
- colour
- price.

Store policy and procedures in regard to:

- merchandising of stock
- preparing and displaying labels and tickets
- maintaining displays.

Legislative

- pricing requirements, including GST requirements

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requirements may include:	• industry codes of practice • discounted items • Australian Consumer law.
Display may include:	• setting new displays • maintaining existing displays.
Handling techniques may vary according to:	• stock characteristics • store policy • legislative requirements • industry codes of practice.
Safety requirements may relate to:	• transport, storage and handling of goods • hazardous substances • labelling of workplace substances.
Preparation of ***labels and tickets*** may involve:	• pricing gun • shelf tickets • shelf talkers • written labels • swing ticketing • bar coding • price boards • header boards.
Special promotion areas may be:	• permanent or temporary • interior or exterior • publicly accessible • windows • shelves • wall fixtures • on floor.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXMER303 Coordinate merchandise presentation

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER002A Coordinate merchandise presentation.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising and pricing policy and standards to support and coordinate relevant frontline staff members and ensure that they arrange, present and label or price merchandise according to store requirements.

It also involves informing staff of store merchandise presentation requirements for sales, promotions and special events, and providing feedback to management in regard to improvement of store marketing and promotional activities.

Application of the Unit

This unit applies to frontline visual merchandisers who supervise sales and other staff implementing and maintaining displays according to store merchandising standards.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Instruct and coordinate staff.	1.1. Communicate and demonstrate store ***display standards and requirements*** to ***staff***. 1.2. Identify occurrence and timing of promotions and special events and inform staff. 1.3. Identify items to be advertised or promoted, according to store merchandising policy and inform staff. 1.4. Identify appropriate timing for dismantling and disposing of displays and inform staff.
2. Supervise construction and maintenance of presentations.	2.1. Plan and coordinate promotions and special events as directed by management. 2.2. Plan and supervise construction and maintenance of ***displays*** in order to achieve balance and visual impact. 2.3. Ensure product or service ***display information*** accurately depicts product or service being promoted. 2.4. Ensure displays are completed according to required time schedule, with minimum disruption to ***customer*** service and traffic flow. 2.5. Ensure displays are constructed and maintained in a safe and secure manner. 2.6. Regularly monitor replenishment of merchandise and rotation of stock on store displays and take action as required.
3. Implement merchandise pricing.	3.1. Implement store policy and procedures in regard to pricing and ticketing. 3.2. Identify current prices for products and services and amend according to store policy. 3.3. Inform team members of price changes and current pricing policies.
4. Review merchandise presentations.	4.1. Evaluate promotions or special events against sales turnover and store presentation standards. 4.2. Evaluate merchandise presentation against sales turnover and store presentation standards. 4.3. Provide management with feedback in regard to improvement of

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store marketing and promotional activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - give instructions
  - provide feedback to management through clear and direct communication
  - provide information to staff
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - present and price merchandise
  - read and interpret store policies and procedures
- observation skills to assess display and presentation compliance with visual merchandising standards
- technology skills to operate and maintain electronic labelling and ticketing equipment
- team leadership skills to:
  - instruct and support staff
  - supervise staff activities

Required knowledge

- availability and use of materials
- correct storage procedures for labelling and ticketing equipment and materials
- load-bearing capacity of fixtures and display areas
- location of display areas
- manufacturer specifications for the use of electronic labelling and ticketing equipment
- occurrence and timing of store promotions, including advertising, catalogues and special offers
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication skills
- principles of display and design
- procedure for accessing information and implementing price changes
- relevant industry codes of practice relating to coordinating merchandise presentation
- relevant legislation and statutory requirements relating to coordinating merchandise presentation, including Australian Consumer Law

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- relevant work health and safety (WHS) legislation and codes of practice
- store policies and procedures in regard to:
  - efficient use of resources
  - merchandise range
  - merchandising, pricing and ticketing
  - minimum stock levels required
  - stock rotation and replenishment
  - storage of stock
- store promotional themes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- implements and instructs staff regarding store display, merchandising, ticketing and pricing policies and procedures
- coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements
- identifies products to be advertised or promoted according to store merchandising policies
- coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner
- informs staff of pricing policies, promotions, special events, display standards and requirements, and timing for dismantling and disposing of displays
- evaluates and reports effectiveness of store merchandising and promotional activities to management and staff as required by store policies and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- pricing and ticketing equipment
- merchandise for display
- display materials and props
- relevant documentation, such as:
  - store policy and procedures manuals on merchandising
  - WHS requirements

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- manufacturer instructions and operation manuals on electronic ticketing equipment
- legislation and statutory requirements
- industry codes of practice
- a work team.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Display standards and requirements may include:	• maintaining existing displays • safety • setting up new displays • ticketing and display signage.
Staff may be:	• from a range of social, cultural and ethnic backgrounds • from within or outside own work team • full-time, part-time, casual or contract.
Displays may be located in a variety of areas, including:	• fixtures on floor • interior or exterior • permanent or temporary • publicly accessible areas • shelves • walls • windows.
Display information may include:	• discount information • price

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- product brand
- special guarantees
- product characteristics, such as:
  - size
  - weight capacity
  - materials.

Customers may include:

- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXMER405 Manage store presentation and pricing

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on SIRXMER004A Manage store presentation and pricing.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising to plan and manage store promotions, and manage store pricing policies and housekeeping. It includes interpreting and complying with store layout and visual merchandising policies, developing and implementing procedures to manage merchandise pricing, and managing all aspects of store housekeeping, including contingency procedures.

Application of the Unit

This unit applies to frontline retail managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage store merchandising.	1.1. Define standards for visual presentations and displays and clearly communicate to all staff. 1.2. Ensure store layout and presentation support market position and promote customer flow, according to store ***visual merchandising policies and plans***. 1.3. Develop and implement layout assessment checks and provide feedback to staff. 1.4. Consult floor staff to assess customer response to space allocations.
2. Manage housekeeping.	2.1. Develop and implement store policies and procedures in regard to ***store housekeeping and maintenance***. 2.2. Develop and manage rosters or schedules, ensuring store housekeeping standards are monitored and maintained. 2.3. Initiate ***contingency plan*** in the event of merchandise or store presentation problems.
3. Manage store pricing policies.	3.1. Maintain store pricing according to ***organisation pricing policies and procedures*** in regard to pricing. 3.2. Maintain accurate information on pricing trends and changes and communicate to relevant staff. 3.3. Develop and implement procedures for pricing according to store policies and ***legislative requirements***.
4. Plan and manage store promotions.	4.1. Manage and implement store policies and procedures in regard to store ***promotional activities.*** 4.2. Organise activities in line with anticipated or researched customer requirements. 4.3. Manage ***promotions*** in order to achieve maximum customer impact. 4.4. Negotiate arrangements with suppliers in regard to special promotional activities. 4.5. Coordinate store activities to complement complex promotions of shopping centre or retail operation. 4.6. Develop and implement ***assessment*** checks to measure

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effectiveness of promotions.

4.7.Document and report on promotional activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - communicate store standards and expectations to staff
  - consult floor staff
  - negotiate arrangements with suppliers, through clear and direct communication
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy skills to:
  - document results
  - prepare reports
  - prepare rosters
  - research, analyse and interpret a broad range of written material
- planning and organising skills to develop rosters
- team leadership skills to:
  - coordinate staff activities
  - develop and implement procedures
  - provide feedback on performance

Required knowledge

- pricing procedures, including GST requirements
- relevant industry codes of practice relating to managing store presentations and pricing
- relevant legislation and statutory requirements relating to managing store presentations and pricing, including work health and safety (WHS)
- principles and techniques in:
  - visual merchandising
  - project management
- store policies and procedures in regard to:
  - advertising and promotions
  - customer demand and market trends
  - housekeeping for premises, fittings, fixtures and equipment
  - layout and presentation

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- pricing or marking down of goods, including risk assessment
- product quality standards
- range and availability of new products and services
- store merchandise and service range
- store merchandising plan

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- assesses layout and presentation of merchandise against store visual merchandising policies and procedures
- assesses effectiveness of layout and presentation, according to sales targets and predetermined objectives
- collaboratively plans, coordinates and implements advertising and promotional activities according to store policies and procedures
- assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures
- collaboratively plans, coordinates and implements pricing activities, according to store policies and procedures
- collaboratively plans, coordinates and implements housekeeping activities, according to store policies and procedures and WHS legislation, regulations and codes of practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - store merchandising plan
  - legislation and statutory requirements
  - WHS legislation, regulations and codes of practice
- a work team.

Method of assessment

A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Visual merchandising policies and plans may include:

- market research
- pricing policy
- seasonal lines
- store image
- store layout and space availability
- target market.

Store housekeeping and maintenance may include:

- equipment
- fittings
- fixtures
- store premises.

Contingency plan may include:

- blackout
- breakages
- break-in
- flood, storm or cyclone
- major spillages.

Organisation pricing policies and procedures may include:

- end of season stock
- goods close to use-by date
- marking down of slow moving stock
- pricing policies, including GST requirements
- soiled or damaged goods.

Legislative requirements may

- Australian consumer law and fair trading Acts.

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include:

Promotional activities may involve:	• corporate or locally-based activities • dealing with advertising agencies and consultants • external and in-store activities.
Promotions may include:	• advertising • catalogues • internet • newspapers • posters • radio or television • suppliers • website.
Assessment may include:	• customer response • layout • visual impact.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to source information on, and work according to, a range of ethical and professional standards when using social media and online platforms for business purposes.

This key skill underpins effective performance when utilising social media and online platforms for diverse purposes. It applies to individuals working at all levels from operational personnel through to managers.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Online and Social Media

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Source information on the general impacts of social	1.1. Access and interpret information about the positive and negative impacts of social media.

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media.	1.2. Identify and evaluate the terms of service associated with social media platforms to identify requirements. 1.3. Determine how online harassment can occur via organisational sites and who may be targeted. 1.4. Determine how social media platforms share user information and identify impacts on users. 1.5. Evaluate ways to avoid negative impacts on users of organisational social media sites.
2. Comply with industry and organisational ethical and professional codes of conduct for online activities.	2.1. Identify industry codes of conduct, objectives and scope, and seek advice from relevant personnel on applicability to organisation. 2.2. Identify organisational online code of conduct, objectives and scope, and determine applicability to own job role. 2.3. Evaluate contents of codes of conduct and significance to own personal and work based online behaviours and communications. 2.4. Clarify content and compliance requirements of codes with relevant personnel. 2.5. Act according to professional values and principles outlined in codes, seeking advice when difficulties arise.
3. Maintain personal online presence consistent with organisational standards.	3.1. Determine differences between organisational and personal online presence. 3.2. Clearly differentiate between representing self and organisation during online activities. 3.3. Review and ensure personal online posts and activities do not damage reputation of organisation and those associated with it.
4. Protect customer privacy and maintain confidentiality of organisational information.	4.1. Access and interpret information on privacy regulations and scope of requirements. 4.2. Identify and interpret organisational privacy policies and procedures and determine applicability to own job role. 4.3. Collect, use, maintain and protect information provided by customers and others, according to privacy regulations and organisational policies and procedures. 4.4. Obtain and comply with permissions to publish images and text representing others. 4.5. Maintain confidentiality of sensitive organisational information and confirm information that can be released before publishing.
5. Source information on copyright.	5.1. Access and interpret information on copyright to determine what is and what is not protected by copyright. 5.2. Identify copyright owner’s exclusive rights to materials.

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	5.3. Determine permissions required to use copyright materials and how to obtain these.
6. Engage professionally with customers online.	6.1. Communicate with customers in a timely, professional and positive manner to enhance organisational reputation. 6.2. Respond to negative and potentially defamatory comments, complaints and conflicts sensitively, courteously and respectfully. 6.3. Minimise risk to self and organisational reputation by escalating conflict to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and complex information to determine regulatory requirements and organisational standards.
Writing skills to:	• produce notes and summarise and record information in basic documents produce customer responses of varying complexity, using language suitable for purpose and audience.
Learning skills to:	• proactively use opportunities to obtain and update knowledge of social media impacts and ethical and professional standards.
Technology skills to:	• use computers or mobile devices and the Internet to search for and download information • use software applications to create, update and store basic documents.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and interpret information on:
  - terms of service for three different brands of social media, including information how those brands share user information
  - general impacts of social media on organisations and users, both positive and negative, from three different sources
  - cyberbullying and its impacts from three different sources
  - a suitable code of conduct for online activities relevant to the individual's current or prospective industry
  - employment
  - an organisational code of conduct for online activities relevant to the individual's current or prospective job
  - role, and obtain any required permissions for release
  - the overarching requirements of commonwealth privacy regulations and any applicable local state or territory privacy regulations relevant to the individual's current or prospective industry employment
  - copyright in Australia; what it protects and does not protect, exclusive rights of owners and requirements for permissions
  - defamation via social media from three different sources
  - organisational criticism via social media; either customer or employee based
- from information collected, provide an overview evaluation of each of the above topics
- evaluate three situations involving personal online posts that present a risk to an organisation's reputation and identify guidelines that could be used to avoid risk
- respond professionally to customer communications covering:
  - a general product or service need, on two occasions
  - negative comment or complaint about organisational issues, products or services, on two occasions.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- at a fundamental level of understanding:
  - terms of service for common brands of social media; how they share user information and how this may impact on users
  - the general impacts of social media, both positive and negative:
    - impacts on organisation reputation
    - social impacts on users
  - meaning of harassment and cyberbullying and how this occurs and can escalate through use of social media
  - how bullying of employees and contractors can occur because of organisational connections and via organisational social media sites
  - organisational duty of care to protect individuals from cyberbullying and processes that can be taken to avoid and respond to incidents
- the content of industry and organisational codes of conduct or policies for online activities, applicable to the individual's context and the importance in guiding ethical and professional behaviours
- boundaries of personal and professional online activities how personal posts and online presence can adversely affect organisational reputation and others associated with the organisation including: customers, suppliers, sponsors, donors etc.
- methods that can be used to ensure personal posts are not assumed to be representing the organisation
- a fundamental understanding of the key contents of:
  - commonwealth privacy law inclusive of the Australian Privacy Principles and how these regulate the collection, use, maintenance and secure storage of private customer information collected by private and government organisations
  - any state or territory privacy regulations relevant to the individual's industry and work context
- the content of organisational privacy policies and procedures, applicable to the individual's industry context, and the importance in guiding ethical and professional behaviours
- types of:
  - customer information generally considered to be sensitive and relevant to the individual's work context
  - consents used when publishing information about others and their images
  - organisational information generally considered to be sensitive and deemed not for public release
- at a fundamental level of understanding:
  - what copyright protects and does not protect
  - who can own copyright, and procedures used by owners to identify copyright

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    - exclusive rights that owners have over their material and how this affects use of materials by others
    - permissions that are required to use materials and how to obtain
    - meaning of defamation, slander and libel and how this occurs and can escalate through use of social media
    - potential personal and organisational consequences of both receiving and making defamatory comments
- differences between personal and professional online communication styles and choice of language
- principles of positive and professional online communications that enhance customer engagement and organisational reputation
- types of positive language and approaches that can be used when dealing with negativity, complaints and conflicts.

Assessment Conditions

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve customer communication
- computers or mobile devices and the Internet to source information
- terms of service published by social media brands
- Australian Privacy Principles (or their successor) fact sheets
- sample organisational privacy policies
- sample industry and organisational documents relating to online and social media activities; including codes of conduct, policy statements or guidelines.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXOSM003 Use social media and online tools

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to implement the use of social media and online platforms for organisational purposes. It requires the ability to identify the objectives for online communications, create and post relevant content to promote engagement with the organisation, and to engage professionally with customers.

It applies to individuals who work at an operational level. They use discretion and judgement to take responsibility for work outcomes but actions are guided by plans, policies and procedures, supervisors and managers. Although an operational function, it can apply to small business owner operators who are responsible for a range of functions.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Competency Field

Online and Social Media

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe theessential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine organisational	1.1. Access and interpret predetermined strategies and

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and communication requirements.	plans to guide activities. 1.2. Identify target audience and organisational objectives for social media or online communication. 1.3. Select social media and online platforms suited to communication objectives and target audience. 1.4. Access or create schedule of types and frequency of social media and online communications.
2. Prepare content.	2.1. Source and select organisational and external information to create content relevant to purpose. 2.2. Use language, style and tone suited to organisational image and target audience. 2.3. Check content for accuracy, currency and relevance for purpose. 2.4. Develop and format content in line with organisational guidelines. 2.5. Obtain required approvals before publication.
3. Utilise platform functions.	3.1. Utilise functions and templates provided by social media and online platforms to create posts. 3.2. Upload file types suited to communication requirements. 3.3. Create active links to organisational and external sites.
4. Promote engagement with organisation.	4.1. Curate and post content regularly or according to planned organisational schedule. 4.2. Create opportunities to attract user generated content. 4.3. Use posts during targeted campaigns.
5. Monitor sites and engage professionally with customers.	5.1. Monitor customer activity according to organisational schedule. 5.2. Communicate with customers in a timely, professional and positive manner to enhance organisational reputation. 5.3. Respond to negative comments and complaints sensitively, courteously and respectfully according to organisational policies and procedures. 5.4. Refer customer negative feedback to relevant personnel according to organisational policies and procedures.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational guidelines, policies and procedures • interpret and use relevant content from organisation documents of varying complexity.
Writing skills to:	• create accurate and engaging content using language suitable for purpose and audience
Initiative and enterprise skills to:	• identify opportunities to engage customers and promote exposure of the organisation through online activities.
Planning and organising skills to:	• use plans and schedules to guide work activities and meet deadlines.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXOSM003 Use social media and online tools

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- utilise three different types of social media or online platforms for organisational communications
- create and post content for six different communications and collectively use at least three different types of media files
- create and post content for a further two communications for a targeted social media or online campaign and determine links that could be used to external sites
- monitor customer engagement with posts and respond professionally to customer communications covering:
  - two positive comments
  - two negative comments
  - two questions
  - two complaints
- respond to two issues of complaint or negativity that require escalation to relevant personnel.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisation’s core activities and customer base
- different organisational purposes for use of social media and online platforms:
  - exposure through social media activity
  - building brand awareness, loyalty and an online community
  - marketing and advertising
  - information dissemination
  - promoting special offers and events
- popularity of different categories and reach of particular brands of social media platforms and their key audiences
- organisational guidelines, policies and procedures for:
  - content

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  - online customer service including complaints resolution
  - privacy
  - gaining consent to publish information about others and their images
  - monitoring customer activity
- characteristics of well written, appealing content for different social media platforms
- functions of different social media and online platforms and how to use these to:
  - write and format text
  - upload different file types including text, PDF, photographs, videos, audio files
  - create active links
  - monitor customer activity
  - activate and respond to alerts
  - respond to customer commentary
- principles of positive and professional online communications that enhance customer engagement and organisational reputation
- types of positive language and approaches that can be used when dealing with negativity, complaints and conflicts
- types of standard customer responses and when these might be used.

Assessment Conditions

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve customer and supervisor communication
- computers or mobile devices and general software programs used to produce and schedule content
- a range of social media and online platforms with access to functions used by organisations; these can be those used by a workplace or those established by a training organisation for the purpose of assessment
- sample organisational guidelines, policies and procedures for:
  - content
  - online customer service including complaints resolution
  - privacy
  - gaining consent to publish information about and images of others
  - monitoring customer activity.

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Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

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SIRXOSM005 Develop a basic website for customer engagement

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and build a basic website suited to organisation purposes and customer requirements. It requires the ability to plan and develop both the structure and content for the site, and to test and evaluate the site before it goes live.

It covers those skills needed by an organisation that chooses to develop its own site, using website building platforms, rather than using the services of information technology specialists.

It applies to individuals who work independently or with limited guidance from others, including senior operational personnel, business unit managers and, particularly to small business owner operators.

This unit applies to self-employed individuals, and owners and employees of any type of organisation including commercial, not-for-profit and government organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Online and Social Media

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan website structure.	1.1. Determine website purpose, structure and style to suit target customer audience requirements. 1.2. Identify required functions, capabilities and security requirements which meet website purpose. 1.3. Determine need for interactive forms and functions to capture customer information and maximise customer interaction. 1.4. Plan layout and navigation flow for appearance, readability, links and ease of use. 1.5. Document structure to facilitate efficient development. 1.6. Research and select website building software applications and hosting services based on website requirements. 1.7. Identify current and future website functionality, and compatibility of software applications to ensure add-ons can be achieved.
2. Develop website content.	2.1 Select and evaluate information to create relevant website content consistent with organisational policy for information that can be publicly shared 2.2 Design interactive forms and user functionality to capture required information. 2.1. Create and utilise a list of key words to promote and ensure search engine optimisation. 2.2. Use language, style and tone suited to organisational brand, image and target audience. 2.3. Select non-text content features to complement website text. 2.4. Check content for accuracy, currency and relevance.
3. Create website pages.	3.1. Utilise functions and templates provided by website building software to create pages and effective navigation. 3.2. Select page titles and key words that reflect purpose and can be easily understood by audience. 3.3. Utilise key words throughout site to maximise traffic to website and targeted content. 3.4. Incorporate non-text content features to enhance page presentation. 3.5. Create interactive forms and functions to capture customer information and maximise interaction. 3.6. Develop linked webpages and ensure links are clearly named and unambiguous. 3.7. Use consistent design features across all pages for ease of readability and navigation.

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	3.8. Upload files to web hosting service according to technical requirements.
4. Test and critically evaluate website before site goes live.	4.1. Test all website functions and navigation to confirm operational status and ease of use. 4.2. Test useability of interactive forms and functions. 4.3. Check accuracy of content and evaluate design for appeal and match to organisation image. 4.4. Run test searches to ensure key words are driving traffic to the site and targeted content. 4.5. Adjust content, design, key words and navigation flow to ensure website is fit for purpose and meets organisation image requirements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar jargon and directions of different complexity found website platform building software • interpret the intent of and extract relevant content from organisational documents.
Writing skills to:	• produce cohesive website content using clear and detailed language suitable for purpose and audience • create content of online forms to elicit the required information using relevant headings and questions in a logical sequence.
Planning and organising skills to:	• coordinate multiple elements involved in developing a website in a logical and time efficient sequence.
Self-management skills to:	• critically evaluate own work to improve website content and functionality • take responsibility for development of website from information collection through to evaluation before site goes live.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXOSM005 Develop a basic website for customer engagement

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan for and build one basic website, to the point of publication, suited to identified purpose and customer requirements
- integrate at least three of the following functions into the website structure:
  - search facility
  - interactive fillable forms
  - uploading and downloading information
  - active links to other sites
  - links to drive navigation to featured content
  - chat facilities for provision of information
  - facilities for customer feedback, testimonials and commentary on content
  - security of customer and organisational information
- utilise at least four of the following design features into the website to create appeal and ease of readability and access:
  - coloured frames and banners
  - different fonts and colours for headings and text
  - lists using numbers and bullet points
  - images
  - videos
  - animations
  - sound files
  - tables, graphs or charts
- test all functions and links built into the website on two different devices before the site goes live
- evaluate content, design and useability, for two different devices, and identify three areas of potential change to be considered before the site goes live.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

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- role of a website in the communications or marketing mix for particular types of organisations
- common functions provided by basic websites and how these can be effectively used for different organisational purposes:
  - search facility
  - interactive fillable forms
  - uploading and downloading information
  - active links to other sites including social media pages
  - chat facilities for provision of information
  - facilities for customer feedback, testimonials and commentary on content
  - security of:
    - customer private and financial information including through password protection
    - images and information owned by website operator
  - collection of data on traffic and user interaction with site
- a range of website building software providers including website functionality provided, advantages and disadvantages, and associated costs
- compatibility issues that can occur between different types of website building software applications
- types of available templates including how to access and build into a website
- how interactive fillable forms work and how information collected is provided to the website operator
- features of effective website layout and navigation flow
- functions that can be used to drive navigation to featured content and external web pages:
  - highlighted, coloured and underlined words
  - pop up messages
  - hyperlink text and tags in hypertext markup language (HTML)
- general principles for effective website design and how the following design features can be used to create appeal, ease of readability and access:
  - consistency across pages
  - coloured frames and banners
  - headings
  - different fonts and colours
  - lists using numbers and bullet points
  - images, videos, animations and sound files
  - tables, graphs and charts
  - navigation tabs with simple directive language relevant to purpose
- how to make web content more accessible to people with disability and they key content of published accessibility guidelines
- techniques for manipulating digital images and graphics, and their insertion into a website
- principles of search engine optimisation (SEO) and how traffic is driven to websites through use of:
  - key words and density on the page

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  - organic searches
- features of browsers, search engines and web crawlers, and how they impact on website design, decisions and meta-tags
- how web hosting services operate, a range of services offered by providers and associated costs
- how to obtain and register a domain name and what services are generally included as part of registration
- methods used to test newly developed websites, prior to site going live, and logical sequence of testing.

Assessment Conditions

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Learners can develop a website for actual organisational use or one for the purposes of assessment.

Assessment must ensure use of:

- computers and mobile devices for the development and testing of website
- website building software applications.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

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SIRXSLS001 Sell to the retail customer

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish customer needs.	1.1. Connect with the customer within designated response times and establish rapport. 1.2. Use questioning and active listening to facilitate effective two-way communication.

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	1.3. Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues. 1.4. Determine and clarify customer preferences, needs and expectations.
2. Provide advice on products and services.	2.1. Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable. 2.2. Clearly explain and promote product and service features and benefits where relevant. 2.3. Advise on promotional events where relevant. 2.4. Provide additional information to address customer questions and objections. 2.5. Offer comparisons to competitor product or service range as required. 2.6. Collaborate with the customer to determine product or service option most suited to their needs. 2.7. Take opportunities to upsell and cross sell products and services that enhance customer request and maximise profitability of sale.
3. Facilitate the sale of products and services.	3.1. Select and use appropriate techniques to close sale. 3.2. Direct the customer to designated point-of-sale and process sale, as required, according to organisational procedures. 3.3. Farewell customer on leaving, and invite to return. 3.4. Provide any required after sales service according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret:
	  • detailed in-house and supplier product information documents
	  • plain English documents that outline organisational customer service policy and procedures.

Numeracy skills to:	• interpret basic fee information from in-house documents and complete basic pricing calculations.
Problem-solving skills to:	• respond to customer objections and provide appropriate solutions to satisfy customer needs.
Technology skills to:	• use technologies equipped with search functionality and information systems to source product and service information.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXSLS001 Sell to the retail customer

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interact with four different retail customers to initiate and close the sale of different retail products or services
- demonstrate the following during the above customer interactions:
  - appropriate communication
  - establishment and clarification of customer needs, wants and expectations
  - product and/or service knowledge
  - appropriate sales approach to sell benefits and features of products and/or services
  - overcome objections and close sales
  - upsell and/or cross sell additional products and/or services that complement the sale
  - promotion of customer loyalty and repeat sales.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- appropriate body language for customer service
- basic principles of positive customer service and sales
- open and closed questioning techniques related to the sale of product and services
- verbal and non-verbal cues indicating customer understanding of information
- techniques for effective communication with customers of diverse backgrounds:
  - cultural diversity
  - special needs
- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques

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- primary components of consumer protection laws that relate to selling products and services, especially organisational responsibility for supplying products and services as described or substituting suitable products and services when unable
- primary components of privacy law, and actions that retail business must take to protect privacy of customer information
- for the specific retail sector:
  - professional service standards and protocols for retail industry personnel
  - attitudes and attributes expected by the retail industry to work with customers
  - different customer service needs and expectations
- for the particular retail organisation:
  - product and service knowledge:
    - product and service range offering
    - product specifications, features and benefits
  - designated response times for providing customer service
  - customer service procedures including recording of and storing customer details.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for:
    - customer service
    - sale of products and services
    - resolving customer complaints
    - collection and storage of customer details
  - organisational product information and price lists
  - supplier brochures, information sheets and price lists
  - promotional activity information
  - current plain English regulatory documents distributed by government regulators for:
    - consumer protection law
    - privacy law
- customers with whom the individual can interact to sell products and services; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation

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- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXSLS002A Advise on products and services

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Application of the Unit

This unit applies to team member who develop, maintain and convey detailed and specialised product knowledge to customers and other staff in accordance with store policy and relevant legislation. Specialist sales personnel undertake this function.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop product and service knowledge.	1.1. Develop and maintain ***product knowledge*** according to ***store policy*** and ***legislative requirements***. 1.2. Convey product knowledge to other ***staff*** as required. 1.3. Research and apply comparisons between products and services. 1.4. Demonstrate knowledge of competitors' product and service range and ***pricing structure.***
2. Recommend specialised products or services.	2.1. Evaluate merchandise according to ***customer requirements***. 2.2. Demonstrate features and benefits of products and services to ***custome***r to create a buying environment. 2.3. Apply detailed specialised knowledge of product to provide accurate advice to customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - convey product knowledge to staff
  - apply knowledge to provide advice to customers
  - handle difficult customers through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills in regard to:
  - use a range of communication and electronic equipment
  - access relevant product and service information
  - interpret product information
  - interpret store policies and procedures

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    - record information
- numeracy skills to:
    - estimate and calculate costs relevant to pricing products

Required knowledge

- specialised product knowledge, including:
    - warranties
    - benefits and features
    - shelf life and use-by date
    - storage requirements
    - ingredients or materials contained in product
    - product and ingredient origins
    - care and handling of products
    - corresponding or complementary products and services
    - stock availability
- store and industry manuals and documentation
- stock and merchandise range
- service range
- store policies and procedures including:
    - procedures for taking orders
    - pricing procedures, including GST requirements
- relevant legislation and statutory requirements and industry code of practice relating to the retail industry

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.
Context of and specific	Assessment must ensure access to:

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resources for assessment	• a retail work environment
	• a range of stock and merchandise
	• relevant documentation, such as:
	  • price lists
	  • policy and procedures manuals
	• a range of customers with different requirements
	• a range of communication equipment.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:	• brand options • product features and benefits • warranties • safety features • use-by dates • handling and storage requirements • stock availability • price.
Product knowledge may be developed and maintained by:	• accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and

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	pamphlets.
Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • WHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Staff may include:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Customer requirements may include:	• specific brand • sizing • quality • quantity • price range • usage.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Pricing structure may include:	• sales reductions • pricing procedures, including GST requirements • mark-downs.

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Unit Sector(s)

Cross-Sector

Competency field

Sales

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SIRXSLS201 Sell products and services

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSLS001A Sell products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop and apply product knowledge.	1.1. Develop ***product knowledge*** by accessing ***relevant sources of information*** and confirm with relevant staff. 1.2. Apply knowledge of the use and application of relevant products and services in interactions with customers according to store policy and ***legislative requirements***. 1.3. Identify gaps in product knowledge and resolve by accessing relevant sources of information.
2. Approach customer.	2.1. Identify ***customers*** by name where possible. 2.2. Develop knowledge of customer buying behaviour by accessing relevant sources of information. 2.3. Determine and apply appropriate timing of customer approach according to store policy and customer behaviour. 2.4. Initiate customer contact according to store policy. 2.5. Convey a positive impression to encourage customer interest according to store policy.
3. Gather and respond to information.	3.1. Apply questioning techniques and listening skills to determine customer buying motives and requirements. 3.2. Interpret and clarify non verbal communication cues. 3.3. Direct customer to specific merchandise according to customer requirements and store policy.
4. Sell benefits.	4.1. Match customer needs to appropriate products and services. 4.2. Communicate knowledge of product features and benefits clearly to customers. 4.3. Describe product use and safety requirements to customers. 4.4. Refer customers to appropriate product specialist as required. 4.5. Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.

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5. Overcome objections.	5.1. Identify and acknowledge customer objections according to store policy. 5.2. Categorise objections into price, time and merchandise characteristics and consider solutions. 5.3. Offer solutions to customer objections according to store policy. 5.4. Apply ***problem solving*** within personal scope of responsibilities to overcome customer objections or refer to senior staff.
6. Close sale.	6.1. Monitor, identify and respond appropriately to customer buying signals. 6.2. Encourage customer to make purchase decisions. 6.3. Select and apply appropriate method of closing sale.
7. Maximise sales opportunities.	7.1. Recognise and apply opportunities for making additional ***sales*** according to store policy. 7.2. Advise customer of complementary products or services according to customer's identified need. 7.3. Review personal sales outcomes and consider strategies to maximise future sales in consultation with relevant staff.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Re**quired skills**

- communication and interpersonal skills to:
  - handle difficult customers
  - verbal and non-verbal communication skills to:
    - question, listen and observe
    - overcome objections and close sale
- literacy and numeracy skills to:
  - handle payments for goods
  - read product information
  - read store policies and procedures
  - record information
  - weigh and measure goods
- selling skills to use a range of selling techniques

Required knowledge

- customer types and needs, including:
  - customer behaviour and cues

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    - customer buying motives
    - demographics, lifestyle and income
    - individual and cultural differences
    - types of customer needs, such as:
        - functional
        - psychological
- relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services
- selling techniques, including:
    - add-ons and complementary sales
    - closing techniques
    - opening techniques
    - overcoming customer objections
    - recognising buying signals
    - using strategies to focus customer on specific merchandise
- specific product knowledge for area or section
- store merchandise and service range
- store policies and procedures in regard to:
    - allocated duties and responsibilities
    - selling products and services and sales performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
- maximises sales opportunities according to store policies and procedures
- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximise future

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sales.

Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • relevant documentation, such as policy and procedures manuals • a range of customers with different requirements • a range of merchandise and products appropriate to the retail workplace • product labels and sources of product information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Product knowledge may include:	• features and benefits • handling and storage requirements • price • safety features • stock availability • use-by dates • warranties.
Relevant sources of information may include:	• demonstrations • internet • labels • product profiles

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	• staff members • store or supplier product manuals • store tours • videos.
Legislative requirements may include:	• industry codes of practice • liquor laws • lottery legislation • work health and safety (WHS) • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Australian consumer law and fair trading Acts • trading hours • transport, storage and handling of goods.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Routine customer questions may relate to:	• availability • features and benefits • price and price reductions • quality.
Problem solving may be affected by:	• resource implications • store policies and procedures.
Sales transactions may be completed:	• face-to-face • online • over the telephone.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

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SIRXSLS304 Coordinate sales performance

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSLS003A Coordinate sales performance.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement and monitor store policies and procedures and relevant legislation in relation to sales transactions, and to provide feedback to management and staff on sales performance in relation to sales targets and planning.

Application of the Unit

This unit applies to staff with managerial responsibility required to monitor store policies and procedures, and provide feedback to management in relation to sales targets and planning.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement sales policies and procedures.	1.1. Implement and monitor adherence to ***store policy and procedures*** and ***relevant legislation*** in regard to ***selling***. 1.2. Implement and monitor store policy and procedures in regard to ***sales transactions***. 1.3. Monitor ***team*** to ensure information is entered into point-of-sale equipment accurately. 1.4. Monitor team to ensure the efficient and safe ***handling*** of goods through point-of-sale areas. 1.5. Monitor team to ensure that products and services are matched to ***customer*** needs.
2. Provide feedback and coaching to improve implementation of sales policies and procedures.	2.1. Provide individual information and coach sales team members in store policy and procedures and relevant legislation in regard to selling. 2.2. Provide individual information and coach sales team members on the implementation of store policy and procedures in regard to sales transactions. 2.3. Provide support to team members to promote sales and service techniques.
3. Monitor achievement of sales targets.	3.1. Monitor and record individual and department sales targets according to store policy. 3.2. Monitor and record store sales results in line with sales targets and according to store policy. 3.3. Provide ***feedback*** to management and staff on sales performance in relation to sales targets and planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - give instructions
  - provide feedback, coaching and performance analysis through clear and direct communication
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
  - analyse store, department and individual sales figures
  - process and record information
  - read store policy and procedures

Required knowledge

- customer profiles
- factors that enhance sales performance
- location of store departments and importance of sales to store performance
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication
- relevant industry codes of practice
- relevant legislation and statutory requirements, including:
  - work health and safety (WHS) requirements
  - sustainability requirements
- stock control procedures
- store and department sales targets
- store merchandise and services
- store policies and procedures in regard to:
  - allocated duties and responsibilities
  - efficient use of resources
  - internal and external customer contact
  - selling products and services

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and

Evidence of the following is essential:

- applies store policies and procedures and industry codes of

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evidence required to demonstrate competency in this unit	practice in regard to customer service and selling products and services • implements and monitors store policies and procedures in relation to sales transactions, including non-cash sales and variations to standard sales transactions • provides information and coaching to sales team members to improve sales policy implementation • monitors and provides feedback to management and staff on sales performance in relation to sales targets and planning.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	  • policy and procedures manuals
	  • individual and department sales targets and results
	  • reporting proforma
	  • legislation and statutory requirements
	• a sales team
	• point-of-sale equipment and materials.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Store policy and procedures in regard to:	• allocated duties and responsibilities • efficient use of resources • internal and external customer contact • reporting

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	• sales transactions • selling products and services.
Relevant legislation may include:	• environmental and sustainability legislation • industry codes of practice • liquor laws • lottery legislation • WHS • pricing procedures, including GST requirements • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Australian consumer law and fair trading Acts • trading hours • transport, storage and handling of goods.
Selling may include:	• face-to-face • internet • telephone.
Sales transactions may include:	• cash • cheque • credit card • EFTPOS • gift voucher • lay-by • store card.
Team may include:	• full-time, part-time, casual or contract staff • people from a range of cultural, social and ethnic • people with varying degrees of language and literacy.
Handling techniques may vary according to:	• industry codes of practice • WHS • stock characteristics.
Customers may include:	• customers with routine or special requests • internal or external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Feedback to management and staff may include:	• business documents • email • financial reports • informal meetings • presentations

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- records of store sales
- reports.

Unit Sector(s)

Cross-Sector

Competency field

Sales

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SIRXSLS406 Manage sales and service delivery

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSLS005A Manage sales and service delivery.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets, and marketing products and services within the culture of the overall store policy.

The unit requires the team member to develop and maintain excellence in sales and service delivery by ensuring the provision of a well-resourced working environment for fellow staff. The team member is required to proactively pursue the continuous improvement of operations by seeking, evaluating and reporting feedback from customers and colleagues on sales and service delivery and working conditions; and locating and negotiating adequate supply of stock and other necessary resources according to store policy.

Application of the Unit

This unit applies to staff with managerial responsibility.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish and respond to customer requirements.	1.1. Plan and develop strategies to enhance provision of customer service according to store policy. 1.2. Research and ***analyse customer needs*** in regard to local geographic and cultural issues. 1.3. Resolve ***customer*** complaints referred by ***staff***, according to store policy. 1.4. Monitor sales and service targets and plans to ensure that customer requirements are met, and take appropriate remedial action if required. 1.5. Encourage staff to take responsibility for meeting customer requirements. 1.6. Seek and use feedback from customers to improve future operations.
2. Monitor, maintain and improve sales and service delivery.	2.1. Implement, communicate and review ***policies and procedures for sales and service delivery*** on a regular basis. 2.2. Maintain adequate ***resource*** allocation for client service provision in line with ***store policy and procedures***. 2.3. Ensure sales and service targets and plans are consistent with quality and functional ***specifications***. 2.4. Communicate sales and service targets and plans to ***relevant personnel*** according to implementation schedules. 2.5. Provide ***feedback*** to staff on operations and outcomes. 2.6. Take corrective measures to minimise ***factors that may cause disruption to operations***. 2.7. Monitor and evaluate effectiveness of corrective actions for future operational planning. 2.8. Ensure current and accurate ***records*** on sales are available to authorised personnel.

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	2.9. Interpret and act on relevant reports as required.
3. Negotiate supply of goods.	3.1. ***Negotiate*** and implement ***arrangements with suppliers***, according to store policies and procedures, and communicate to relevant personnel. 3.2. Authorise and communicate special pricing arrangements and customer payment agreements to relevant staff and management personnel according to store policy. 3.3. Monitor records of suppliers and stock for accuracy and legibility and take appropriate action where necessary. 3.4. Identify and communicate market factors affecting ***supply*** to relevant personnel. 3.5. Convey complete and accurate records of negotiations and agreements to appropriate personnel within designated time limits. 3.6. Take immediate corrective action where potential or actual ***problems with supply*** are indicated. 3.7. Identify and develop new suppliers to maintain and improve sales and service delivery.
4. Provide productive work environment.	4.1. Establish and maintain a sufficient supply of resources of the necessary quantity and quality to meet customer requirements. 4.2. Regulate and monitor access to and use of resources for maximum efficiency and sustainability. 4.3. Maintain staff working conditions to meet requirements of ***relevant legislation*** and store policy. 4.4. Ensure that maintenance frequency and use of equipment conform to recommended schedules and procedures. 4.5. Replace, repair or adapt resources that do not meet requirements as soon as practicable and with minimum disruption to work activity. 4.6. Communicate ***recommendations*** for improving conditions to relevant personnel within designated timeframe. 4.7. Maintain complete, accurate records and make them available to authorised personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - communicate with staff through clear and direct communication
  - negotiate with suppliers and customers
  - present information
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
  - calculate costs and pricing arrangements
  - document results
  - estimate volume
  - interpret and maintain data
  - prepare reports
  - research, analyse and interpret a broad range of written material
- technical skills to use new technology

Required knowledge

- customer demand and market trends
- principles and techniques for:
  - interpersonal communication
  - purchasing and supply specifications
  - stock control
- product quality standards
- range and availability of new products and services, especially those with enhanced sustainability features
- relevant industry codes of practice applicable to the sales environment
- relevant legislation and statutory requirements, including work health and safety (WHS) requirements applicable to the sales environment
- store merchandise and service range
- store merchandising plan
- store policies and procedures in regard to:
  - efficient and sustainable use of resources
  - pricing procedures, including GST requirements
  - quality assurance and control
  - sales and service delivery
  - stock maintenance and control
  - supply specifications

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintains, monitors and evaluates sales and service delivery
- communicates sales and service targets and plans and provides feedback on operations and outcomes to relevant personnel according to store policy
- proactively improves sales and service delivery operations
- interprets and maintains data on sales and services delivery
- negotiates and arranges supply of goods according to store policy and procedures
- authorises pricing and payment agreements according to store policy and procedures
- maintains, monitors and evaluates supply of stock.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - policy and procedures manuals
  - sales and service delivery targets and plans
  - records of sales and service
  - legislation and statutory requirements
  - industry codes of practice
  - WHS legislation and codes of practice
- suppliers
- a team.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- customer feedback
- research report
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Methods used to ***analyse customer needs*** may be:	• qualitative • quantitative.
Customer may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Staff may include:	• full-time, part-time, casual or contract staff • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels.
Policies and procedures for sales and service delivery may involve:	• customer complaints • customer service and sales training • service standards • staff induction • staff presentation.
Resource may include:	• equipment and technology • finances • materials • people • time.
Store policy and procedures in regard to:	• interaction with customers • interaction with other team members • WHS • quality assurance and control • acquisition and sale of products and services.
Specifications may include:	• customer agreements • operational means for meeting agreements • specific functional duties within the organisation.
Relevant personnel may	• managers

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include:	• members of own or other work teams • supervisors.
Feedback may be sought and given:	• in groups • in writing • individually • verbally.
Factors that may cause disruption to operations may include:	• operational resources • quality of materials • supply.
Records may be:	• electronic • hard copy.
Techniques used to ***negotiate*** with suppliers may include:	• correspondence • email • face-to-face contact • meetings • telephone.
Arrangements with suppliers may relate to:	• credit levels • delivery • partnerships and exclusivity • pricing.
Sources of ***supply*** may include:	• external organisations • internal departments and teams • internal and external personnel.
Problems with supply may involve:	• cost • coverage or content • quality • quantity • time schedules or scales.
Relevant legislation may include:	• equal employment opportunity and anti-discrimination laws • federal, state and local legislation • WHS.
Recommendations may be communicated to:	• colleagues, specialists, staff from other departments • external organisations with a health, safety or environmental responsibility • government bodies • higher-level managers • subordinates.

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Unit Sector(s)

Cross Sector

Competency Field

Sales

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SISCAQU001 Test pool water quality

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to conduct pool water tests, record test results and make visual ongoing checks.

This unit applies to those working as pool attendants or aquatic operators in aquatic environments, such as council or commercially operated aquatic and leisure centres. Work is performed according to public health regulatory requirements, organisational policies and procedures, and relevant legislation.

Work may be carried out under supervision or with some autonomy, depending on the individual situation and job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Conduct pool water tests.	1.1 Complete routine pool water tests according to public health regulatory requirements. 1.2 Interpret test results and compare with public health regulatory requirements. 1.3 Identify and report pool water test irregularities to appropriate personnel for corrective action. 1.4 Respond to contamination incidents within scope of own role. 1.5 Conduct regular sample collection and initiate corrective actions as required. 1.6 Perform regular visual checks of pool water quality, identify issues and initiate corrective actions when required.
2. Record test results.	2.1 Record pool water test results accurately. 2.2 Update swimming pool log according to aquatic facility specifications.

Foundation Skills

Foundation skills essential to performance in this unit are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCAQU201A Monitor pool water quality

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCAQU001 Test pool water quality

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- test pool water for the following on a minimum of four separate occasions:
  - free chlorine and/or total bromine
  - total chlorine
  - combined chlorine
  - pH
  - total alkalinity
  - cyanuric acid
  - calcium hardness
  - total hardness
  - temperature
- perform routine visual checks for pool water quality.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures:
  - public health regulatory requirements in the local area
  - health acts
  - infectious diseases regulations
  - dangerous goods act and regulations
  - work health and safety/occupational health and safety
  - environmental legislation
  - local government regulation
  - roles, responsibilities and limitations of own role
- pool water chemistry terms and their meaning:
  - pH levels
  - alkalinity
  - chlorine and or bromine

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  - temperature
  - calcium hardness
- types of pool water tests, their purpose and testing procedures
- visual checks made by pool attendants
- equipment and resources used for testing pool water quality
- responses to contamination incidents.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility with an operating pool.

Assessment must ensure use of:

- pool water testing apparatus
- public health regulatory documentation
- organisational policies and procedures.

Assessment activities that allow the individual to:

- conduct regular pool water tests within industry realistic timeframes.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISCAQU002 Perform basic water rescues

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to perform basic water rescues in indoor or outdoor aquatic venues.

The unit applies to all workers who may be required to perform basic water rescues in a range of situations, including swimming pools. Work is performed according to accepted best practice principles of aquatic rescues, relevant legislation and organisational policies.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory work health and safety regulatory authority.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify and evaluate aquatic emergencies.	1.1 Recognise signs and signals of a person in difficulty. 1.2 Assess situation to determine appropriate response in an aquatic emergency. 1.3 Identify and assess immediate hazards and risks to self

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	and others.
2. Apply basic water rescue principles.	2.1 Determine rescue type required and promptly formulate a rescue plan. 2.2 Access and use available equipment, as required. 2.3 Perform basic water rescue techniques according to emergency needs using fitness and strength levels required in own work environment. 2.4 Delegate tasks when required. 2.5 Identify and promptly respond to issues that arise during the rescue. 2.6 Monitor the condition of the casualty and plan a course of action.
3. Communicate incident details.	3.1 Convey incident details accurately to emergency response services. 3.2 Report details of incident to workplace supervisor as appropriate. 3.3 Provide reassurance to bystanders as required. 3.4 Maintain confidentiality of records and information in line with statutory and/or organisational policies.

Foundation Skills

Foundation skills essential to performance in this unit are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCAQU002 Perform basic water rescues

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify, evaluate and respond to aquatic emergencies according to organisational and legislative requirements
- identify and respond to all of the following signs and signals:
  - call for help
  - vertical body position
  - minimal or non-supportive leg action
  - vigorous arm movements
  - submerged or unconscious person
- perform the following non-swimming rescues:
  - reach
  - rope throw
  - throw flotation aid
- perform the following swimming rescues demonstrating the fitness and strength to tow a person in difficulty at least 10 metres with their mouth and nose above water to a point of safety:
  - accompanied
  - wade
  - non-contact tow
  - contact tow
- incorporate appropriate adjustments for each of the above rescues to ensure safety of self and others.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation, organisational policies and procedures and industry standards in relation to:
  - the safe conduct of water rescues
  - accurate completion of incident documentation

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- common signs and signals of a person experiencing difficulties in the water and possible contributing factors:
  - call for help
  - vertical body position
  - minimal or non-supportive leg action
  - vigorous arm movements
  - submerged or unconscious person
- use and location of equipment types
- non-swimming rescue methods and techniques:
  - reach
  - rope throw
  - throw flotation aid
- swimming rescue methods and techniques:
  - accompanied
  - wade
  - non-contact tow
  - contact tow
- issues that arise during rescues and appropriate adjustments to ensure safety of self and others
- communication systems used during rescues to inform managers, other employees and emergency services of progress
- potential dangers in a range of aquatic environments and how to respond.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or environment such as an indoor pool, outdoor pool, or shallow water venue.

Assessment must ensure use of:

- pool safety equipment:
  - flotation devices
  - first aid facilities and equipment
  - ropes
  - suitable to perform a reach rescue
- participants to enable demonstration of all water rescue techniques and scenarios, these can be:
  - participants in a workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

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Assessment activities that allow the individual to:

- demonstrate water rescue techniques and broader emergency responses in required emergency situation timeframes
- communicate with relevant personnel and emergency response services.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISCAQU003 Maintain aquatic facility plant and equipment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to make routine checks and complete minor maintenance on aquatic facility plant and equipment.

This unit applies to those working as aquatic operators in various aquatic environments, such as council or commercially operated aquatic and leisure centres. Work is performed according to public health regulatory requirements, organisational policies and procedures, and relevant legislation. Work may be carried out under supervision or with some degree of autonomy, depending on individual situation and job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Make routine plant and equipment checks.	1.1 Inspect plant and equipment according to required schedule. 1.2 Conduct safety checks according to manufacturer

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	instructions and safety requirements and local regulation. 1.3 Interpret and accurately record results of routine equipment tests. 1.4 Document the condition of plant and equipment. 1.5 Identify faults and irregularities and report to appropriate personnel.
2. Complete minor maintenance and repairs.	2.1 Interpret and follow maintenance schedules for plant and equipment. 2.2 Identify and select tools and other resources needed to complete work. 2.3 Make work area safe and erect signs and barriers as required. 2.4 Remove, replace and repair faulty and defective equipment or consumables, within designated responsibility. 2.5 Report faults outside scope of own expertise to appropriate personnel.
3. Record and report maintenance and repair activities.	3.1 Record repairs and maintenance activities in required format. 3.2 Notify appropriate personnel of faults rectified.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to	• interpret technical information in equipment manuals.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCAQU003 Maintain aquatic facility plant and equipment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- make routine inspections and complete minor maintenance of the following aquatic facility plant and equipment on a minimum of two occasions according to organisation and local regulatory requirements:
  - circulation plant
  - heating, lighting and ventilation systems
  - power supply and circuits
  - water supply and drainage systems
  - electronic and mechanical operations
  - circuit breakers
  - batteries and fuses
  - electrical hazards.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures:
  - public health regulatory requirements
  - health acts
  - infectious diseases regulations
  - dangerous goods act and regulations
  - work health and safety/occupational health and safety
  - environmental legislation
  - local government regulation
  - roles, responsibilities and limitations of own role
- organisational policies and procedures for:
  - incident reporting
  - use and care of equipment
  - communication protocols

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    - risk management
    - accurate reporting of faults and irregularities
    - timely repair of faulty and defective equipment within designated responsibility
    - reporting lines
- public health and safety implications of unmaintained equipment in aquatic facilities
- types of equipment used in aquatic facilities and procedures for:
    - backwash
    - filtration
    - isolation
- resources required for the maintenance and management of aquatic facility plant and equipment and procedures for their safe use:
    - cleaning materials and equipment
    - hand tools
    - record keeping materials
    - spare parts
- safety apparatus used for particular types of aquatic facility equipment and its operation.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility.

Assessment must ensure use of:

- aquatic plant, equipment and consumables as specified in the Performance Evidence
- resources to maintain facility and equipment
- organisational policies and procedures
- repairs and maintenance documentation.

Assessment activities that allow the individual to:

- complete inspections, maintenance and repair activities within workplace time constraints.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISCAQU004 Develop and implement pool water maintenance procedures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement, monitor and evaluate systems and procedures for the maintenance of quality pool water in an aquatic recreation facility.

This unit applies to those working autonomously in aquatic leisure centres or community pools, in roles such as program coordinators, swim school coordinators, recreation coordinators or duty managers. Work is performed according to relevant legislation, and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop pool water maintenance	1.1 Evaluate pool water quality maintenance and treatment needs according to regulatory framework.

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procedures.	1.2 Develop and document systems for pool water maintenance in consultation with appropriate personnel.
2. Implement pool water maintenance procedures.	2.1 Provide accurate and current information and instruction to staff about legislative and technical requirements. 2.2 Delegate testing and treatment tasks according to staff skills. 2.3 Test pool water quality following established procedures. 2.4 Interpret results of tests made by self and others and identify where correction is needed. 2.5 Calculate the amount of chemicals required to correct chemical imbalances in pool water. 2.6 Select and use chemical dosing equipment for treatment of pool water according to manufacturer specifications. 2.7 Monitor pool water quality on ongoing basis, identify issues of concern and respond according to agreed procedures. 2.8 Identify and respond to emergency situations according to agreed procedures. 2.9 Complete accurate documentation
3. Evaluate pool water maintenance procedures.	3.1 Assess effectiveness of pool water maintenance procedures against testing and treatment records. 3.2 Identify and document potential improvements to maintenance procedures. 3.3 Communicate improvements and changes to relevant staff and stakeholders.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret technical content of regulatory requirements.

Unit Mapping Information

SISCAQU414A Develop pool water maintenance procedures

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Assessment Requirements for SISCAQU004 Develop and implement pool water maintenance procedures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document pool water maintenance procedures that meet regulatory requirements for at least one aquatic facility that incorporate:
  - monitoring and treatment procedures for:
    - microbiological levels
    - disinfectant levels
    - pH levels
    - clarity levels
  - staff training requirements
  - safety procedures
  - emergency response procedures
  - documentation and reporting
- implement and evaluate pool water maintenance procedures for at least one aquatic facility
- implement emergency procedures in the event of a chemical emergency on at least one occasion.

Knowledge Evidence

Demonstrated knowledge required to do the task outlined in elements and performance criteria of this unit:

- legislation and industry standards relevant to aquatic facility maintenance with specific focus on local requirements:
  - work health and safety/occupational health and safety
  - dangerous goods act and regulations
  - local government regulations
  - building codes and regulations
- organisational policies and procedures:
  - standard operating conditions and levels
  - work health and safety/occupational health and safety
  - risk assessment and control

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  - handling of hazardous chemicals
  - emergency response
- factors that affect pool water treatment needs in different contexts:
  - condition of aquatic facility
  - location
  - size
  - nature of services provided
  - availability of resources
- characteristics of water quality:
  - pH levels
  - alkalinity
  - chlorine and / or bromine
  - temperature
  - calcium hardness
  - disinfectant levels
- waterborne bacteria and how to enable these to be monitored and controlled safely:
  - pseudomonas
  - aeruginosa
- consultation and communication mechanisms to develop and implement procedural systems
- content considerations for procedure documents:
  - specific testing and treatment procedures
  - safety requirements (chemicals, plant and equipment)
  - emergency response
  - training requirements
  - documentation and reporting requirements
- water treatment processes:
  - routine pool water tests
  - pool water microbiological tests
  - superchlorination
  - shock dosing
  - dechlorination
  - ozonisation or use of sanitizer
  - pool water filtration and recirculation
  - backwashing
  - manual removal of visible contaminants
- features and sources of products for pool water quality maintenance.

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Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or environment.

Assessment must ensure use of:

- a pool for which a maintenance program would be developed
- information about pool water quality maintenance to allow the individual to develop a tailored system
- organisational policies and procedures
- incident reporting documentation
- resources to maintain facility and equipment.

Assessment activities that allow the individual to:

- implement and monitor pool quality maintenance over time
- respond to a chemical emergency situation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISCAQU005 Develop and implement aquatic facility maintenance procedures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate maintenance schedules for an aquatic recreation facility.

This unit applies to those working autonomously at aquatic leisure centres or community pools in roles such as program coordinators, swim school coordinators, recreation coordinators or duty managers. Work is performed according to relevant legislation, organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan maintenance procedures.	1.1 Evaluate operational maintenance needs according to regulatory and business requirements. 1.2 Document uses and condition of the aquatic facility plant

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	and equipment and identify priorities for action.
	1.3 Identify potential sources of increased efficiency of the aquatic facility plant and equipment.
	1.4 Identify human, physical and financial resources associated with needed maintenance of aquatic facility.
	1.5 Integrate maintenance program with asset acquisition and disposal plans.
	1.6 Schedule maintenance activities to minimise disruption to facility users and ensure that supplies are available.
	1.7 Confirm, document and communicate maintenance procedures and costs according to organisational approval protocols.
2. Implement maintenance procedures.	2.1 Monitor completion of inspection and maintenance schedules.
	2.2 Identify and assess failed or unsafe aquatic facility plant and equipment and determine underlying cause within scope of own role.
	2.3 Identify and evaluate emergency situations and respond according to local regulatory and organisational procedures.
	2.4 Remove defective equipment and/or facilities from operation and complete repairs within designated responsibility.
	2.5 Arrange for required repairs to be carried out by qualified and/or licensed contractors and record actions taken.
	2.6 Monitor maintenance records and take corrective action as required.
	2.7 Communicate maintenance actions to appropriate staff or personnel.
3. Evaluate maintenance procedures.	3.1 Assess the effectiveness of maintenance systems against short and long-term maintenance requirements.
	3.2 Identify and use alternative maintenance methods to maintain cost effectiveness.
	3.3 Document and communicate improvements and changes to maintenance systems.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:

- interpret technical content of regulatory requirements.

Unit Mapping Information

SISCAQU415A Develop aquatic facility maintenance procedures

Links

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Assessment Requirements for SISCAQU005 Develop and implement aquatic facility maintenance procedures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document maintenance procedures for at least one aquatic facility, incorporating consideration of:
  - circulation plant
  - heating systems
  - lighting or ventilation systems
  - disinfection systems
  - required supplies
  - servicing and repair
  - equipment replacement/redundancy
- implement and evaluate maintenance procedures for at least one aquatic facility.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and industry standards relevant to aquatic facility maintenance:
  - work health and safety/occupational health and safety
  - dangerous goods act and regulations
  - local government regulations
  - building codes and regulations
- organisational policies and procedures:
  - standard operating conditions and levels
  - work health and safety/occupational health and safety
  - risk assessment and control
  - handling of hazardous chemicals
  - emergency evacuation
- factors affecting the operating cost of an aquatic facility:
  - faulty operation
  - cleaning requirements

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  - consumables
  - replacements (whole or part)
  - servicing and repair
  - utility costs
  - staff costs
  - contractor costs
- plant and equipment manufacturer specifications in relation to operation, servicing and repair of:
  - circulation plant
  - heating systems
  - lighting and ventilation systems
  - disinfection systems
  - supplies
- emergency situations that can occur with plant and equipment, and how to respond
- project management techniques:
  - planning and scheduling
  - consultation and communication
  - evaluation.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or environment.

Assessment must ensure use of:

- equipment and plant for which the candidate plans maintenance procedures
- organisational policies, procedures and budget
- equipment operating and maintenance instructions
- resources to maintain facility and equipment.

Assessment activities that allow the individual to:

- implement and monitor maintenance activity over time.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SISCAQU006 Supervise clients in aquatic locations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to supervise clients in aquatic locations, minimising risk through identifying and responding to potential hazards and emergencies.

This unit applies to those working in aquatic settings or environments such as swimming pools and other aquatic recreation facilities. Work is performed according to best practice principles of aquatic activities, relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify potential hazardous behaviours and situations.	1.1 Access and interpret the organisation's risk management plan. 1.2 Identify hazardous behaviours and activities of clients. 1.3 Identify clients at risk or those who have specific needs.

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	1.4 Identify environmental hazards for clients in aquatic facilities or environments.
2. Maintain a safe aquatic facility or environment.	2.1 Promote compliance with safety rules to clients and staff and provide clear information on requirements. 2.2 Identify supervision requirements and select techniques suited to the facility or environment. 2.3 Monitor client behaviour and activities and identify situations that pose a risk to the individual or other facility users. 2.4 Inform clients of unacceptable behaviours and provide clear information about required behaviour. 2.5 Select and use communication and conflict resolution techniques that maximise the chance of positive outcomes. 2.6 Report and document unsafe situations.
3. Assess possible emergency or rescue situations.	3.1 Identify signs of possible casualty or difficulty. 3.2 Assess situation and determine appropriate response to emergency. 3.3 Promptly communicate emergency situation to appropriate personnel. 3.4 Report and document incidents.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCAQU306A Supervise clients at an aquatic facility of environment

Links

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Assessment Requirements for SISCAQU006 Supervise clients in aquatic locations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify hazardous situations and action appropriate responses to all of the following situations:
  - inappropriate behaviour
  - environmental
  - individual(s) experiencing difficulty in the water
  - emergency/rescue situations
- select and use communication techniques as appropriate to each of the hazardous situations:
  - clear verbal communication
  - negotiation
  - conflict resolution.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures:
  - work health and safety/occupational health and safety
  - use and care of equipment
  - communication protocols
  - safety, rescue and emergency procedures
  - incident reporting
  - appropriate responses to potential risk
  - behaviour management
- industry standards that enables a low risk environment for client activities and appropriate response to emergencies
- hazardous behaviour and activities that pose risks to clients and how to identify and deal with them appropriately:
  - misusing equipment
  - swimming in unsafe areas

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    - behaving with disregard for the safety of others or self
    - diving into shallow water
    - consuming alcohol or illegal drugs
- signs and signals of people experiencing difficulties in the water and how to respond:
    - lack of movement
    - arm waving
    - calling for help
- signs and symptoms of physical injury
- environmental hazards and how to respond:
    - weather conditions
    - reflective glare
    - water clarity or turbidity
    - rips
    - shallow water
- characteristics and needs of individuals who are high risk:
    - overweight
    - elderly
    - people with a disability
    - young children
    - drug or alcohol effected
    - weak or non-swimmers
    - injured swimmers
- incidence and features of alcohol related drowning
- best practice principles of aquatic rescues:
    - accepted preventative practice adopted in aquatic industry
    - guidelines and codes of conduct
    - culture of life saving
- communication techniques
    - clear communication
    - negotiation
    - conflict resolution techniques.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or confined natural shallow water environment.

Assessment must ensure use of:

- organisational policies and procedures appropriate to risk management
- first aid facilities and equipment

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- incident reporting documentation
- participants using the aquatic facility, these can be:
  - participants in a workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- respond to problems and emergency situations.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISCAQU007 Perform advanced water rescues

Modification History

Release 3.	Minor changes. Equivalent outcome. Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 2.	Minor changes. Equivalent outcome.
Release 1.	No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and respond to aquatic emergencies using established rescue procedures.

The unit applies to lifeguards (and others when a lifeguard is not available) who perform advanced water rescues in a range of situations, including swimming pools. Work is performed according to accepted best practice principles of aquatic rescues, first aid, relevant legislation and organisational policies.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory work health and safety regulatory authority.

Pre-requisite Unit

HLTAID011 Provide first aid

SISCAQU002 Perform basic water rescues

Competency Field

Aquatics

Unit Sector

Community Recreation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify and evaluate major aquatic emergencies.	1.1 Recognise factors which contribute to aquatic emergencies. 1.2 Recognise signs and signals of aquatic emergency and communicate initial assessment to appropriate personnel. 1.3 Identify appropriate emergency response for the situation and people involved. 1.4 Promote compliance with safety rules of aquatic facility to clients.
2. Respond to aquatic emergency.	2.1 Activate emergency systems and implement strategies for group control. 2.2 Assess factors impacting on the advanced water rescue and formulate a rescue plan. 2.3 Determine appropriate involvement of others, type of rescue required and rescue equipment needed. 2.4 Identify hazards and take appropriate action to prevent further injury to the casualty, self or others. 2.5 Perform an advanced water rescue using established techniques and procedures and safe manual handling techniques.
3. Assess the casualty.	3.1 Observe and assess condition of the casualty. 3.2 Assess vital signs and symptoms of shock and provide appropriate treatment.
4. Organise further emergency care as required.	4.1 Contact emergency services and provide accurate information to obtain required assistance. 4.2 Monitor casualty or arrange further treatment until emergency response team assumes responsibility.
5. Record and report the incident.	5.1 Complete required documentation in agreed format. 5.2 Notify other personnel and statutory authorities of incident as required.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

	Minor changes. Equivalent outcome.
Release 3.	Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 2.	Minor changes. Equivalent outcome.
Release 1.	No equivalent unit.

Links

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Assessment Requirements for SISCAQU007 Perform advanced water rescues

Modification History

	Minor changes. Equivalent outcome.
Release 3.	Prerequisite unit updated: Superseded unit HLTAID003 replaced with current unit HLTAID011.
Release 2.	Minor changes. Equivalent outcome.
Release 1.	No equivalent unit.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and respond to all of the following signs and signals of aquatic emergencies according to organisational and legislative requirements:
  - call for help
  - vertical body position
  - diagonal body position
  - minimal or non-supportive leg action
  - vigorous arm movements
  - submerged or unconscious person
- use the following equipment and techniques during rescue situations:
  - spinal immobilisation equipment
  - oxygen supplemented resuscitation
  - oxygen therapy
  - safe manual handling techniques
- demonstrate correct swimming strokes, personal survival and rescue skills:
  - personal survival and defensive techniques on approach to a casualty
  - contact tow of both a conscious and unconscious casualty
  - non-contact tow of a conscious casualty
- successfully complete fitness and strength tests:
  - swim 200 metres in less than 6 minutes without using equipment

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    - retrieve an object from the deepest water within the aquatic environment no greater than 3 metres in depth. If depth is greater than 3 metres assistance may be used e.g. fins
- respond in a team to at least two of each of the simulated emergency scenarios contextualised to the candidate's workplace/aquatic environment:
    - assist two other team members with the removal of an unconscious person from the water
    - complete a 25 metre swim and 25 metre non-contact tow of a conscious casualty with assisted landing in less than 1minute 45 seconds
    - work as a team to perform spinal immobilisation, stabilization and removal of a suspected spinal injury casualty in both shallow and deep water:
        - immobilise and roll over as per workplace and pool depth
        - use of available spinal immobilisation equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures that enable the safe and appropriate conduct of all activities:
    - work health and safety/occupational health and safety
    - duty of care
    - working with children
    - communication protocols
    - rescue and emergency procedures
    - incident reporting
- factors leading to aquatic emergencies:
    - swimming ability
    - deep water
    - shallow water
    - river currents
    - surf conditions
    - strong winds
    - risk taking behaviour
- different aquatic emergencies and appropriate responses:
    - sudden unconsciousness
    - spinal injury
    - drowning
    - heart attack
    - severe bleeding
    - epileptic seizures

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    - severe asthma attacks
- factors contributing to aquatic emergencies to enable prompt and accurate assessment of emergency situations:
    - number of casualties
    - rescue equipment
    - number and location of other staff
- accepted best practice principles of aquatic rescues
- first aid techniques and standards to enable provision of safe and effective response and treatment of casualties
- types and characteristics of water rescue equipment used in advanced water rescue to enable safe and effective use:
    - spinal immobilisation equipment
    - oxygen supplemented resuscitation
    - oxygen therapy
- role of lifeguards and other personnel during major aquatic emergencies to enable effective emergency responses.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or environment appropriate to the candidate's current or intended work role.

Assessment must ensure use of:

- CPR mannequins
- rescue equipment:
    - reaching aids
    - spinal immobilisation equipment
    - pool rescue equipment (rescue tubes/rings)
- suitable participants to enable demonstration of all water rescue techniques and scenarios, these can be:
    - participants in a workplace, or
    - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- respond to realistic in-depth, industry-validated rescue scenarios and simulations.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop lesson plans and instruct a broad range of clients in water familiarisation, buoyancy and mobility skills. This involves using drills, activities and games according to best practice principles of aquatic activities.

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, organisational policies and procedures and best practice principles.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISCAQU002 Perform basic water rescues

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Develop lesson plans.	1.1 Consider participant group characteristics and identify water familiarisation, buoyancy and mobility skills to be developed. 1.2 Assess participant readiness. 1.3 Determine appropriate instructional methods to acquire the relevant skills. 1.4 Determine appropriate drills, activities and/or games for the participant group. 1.5 Develop and document lesson plans that incorporate key instructional information.
2. Conduct lessons.	2.1 Allocate sufficient space, assemble resources and check equipment for maintenance requirements. 2.2 Provide clear and accurate instruction on drills, activities and/or games. 2.3 Appropriately introduce participants to the water. 2.4 Demonstrate skills and techniques, and monitor the participation and performance of each participant. 2.5 Observe participant movement through water according to principles of movement in water and adjust or refine individual or group performance, as required. 2.6 Select and use communication techniques that encourage and support participants. 2.7 Modify activity, as required according to participant needs and factors that affect skills acquisition. 2.8 Respond to participants experiencing difficulties and answer questions as required. 2.9 Monitor time and complete drills, activities or games within time allocated. 2.10 Complete lesson documentation.
3. Review and adapt instruction.	3.1 Request and respond to feedback from participants. 3.2 Identify aspects needing further emphasis or attention in future sessions. 3.3 Review own performance and identify areas needing improvement. 3.4 Implement modifications to future instruction in response to feedback and review of participant progress.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

SISCAQU308A Instruct water familiarisation, buoyancy and mobility skills

Links

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Assessment Requirements for SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct water familiarisation, buoyancy and mobility skills according to legal, ethical and organisational requirements
- develop and implement at least three lesson plans that individually or cumulatively incorporate the following aspects of water familiarisation, buoyancy and mobility skills and documents the teaching points, class formations, safety and equipment:
  - water familiarisation:
    - entering, leaving and moving through water
    - getting face wet
    - submerging and opening eyes under water
    - regaining a standing position
    - breathing
  - buoyancy and mobility:
    - front, back and side floating
    - gliding
    - torpedo
    - sculling
    - treading water
    - stroke exploration
- use and modify the following instructional strategies for individuals and groups:
  - whole skill
  - whole, progressive part, whole
  - progressive part
  - demonstration
  - command and response
  - experiential or problem-solving
  - techniques to encourage the reluctant participant
- reflect on the following key aspects of instruction:
  - the lesson
  - teaching methods used

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- risk management
- potential ways to enhance learning opportunities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal, ethical and organisational requirements and responsibilities for instruction:
  - work health and safety/occupational health and safety
  - working with children
  - duty of care/safe conduct of activities
  - best practice principles of aquatic activities
  - mandatory reporting
  - implications of negligence
  - waivers and exclusion clauses
  - insurance
  - anti-discrimination and equal opportunity
  - privacy and confidentiality
  - communication protocols
  - a recognised swimming teachers code of conduct
  - swimwear and personal protective equipment
- characteristics of participant groups and appropriate drills for the various characteristics:
  - age
  - stage of development
  - physical or intellectual characteristics
  - cultural and situational factors
- aspects of a body in water:
  - body position and density
  - vertical and lateral rotation
  - balance
- forces effecting movement through water and the factors that affect each force:
  - buoyancy:
    - density
    - shape
    - symmetry and asymmetry
    - breathing
    - centre of gravity
    - centre of buoyancy
  - propulsion:
    - lift force

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    - water friction
    - levers
  - resistance:
    - skin
    - frontal
    - eddy
- principles of session planning to develop activity-specific plans:
  - expectations and aspirations of clients
  - numbers of clients
  - client background, experience and developmental stage
  - staff and financial resources
  - cultural and political influences
  - involvement and interest of parents
  - length and number of sessions
  - equipment, materials and provisions
  - precautions and other health and safety information
- learning styles to enable the use of a variety of activities to cater for different client learning preferences:
  - auditory
  - kinaesthetic
  - visual
  - sensory
- principles of growth and development to select and sequence appropriate tasks and activities
- instructional methods and strategies, how and when they are used:
  - whole skill
  - whole, progressive part, whole
  - demonstration
  - command and response
  - experiential or problem-solving
  - techniques for reluctant participants
- conditions, factors and external influences that effect participant uptake of skill:
  - physical, intellectual and emotional characteristics
  - environmental conditions
  - other facility users
  - spectators
  - parents
  - other instructors
  - background noise and distractions
  - class size

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  - water depth
  - available water space
- potential areas of ongoing instructor improvement:
  - knowledge
  - instructional skills and techniques
- communication techniques that support and encourage participants
- group control techniques
- principles of movement in water and best practice principles of aquatic activities to enable safe, effective and consistent instruction in buoyancy and mobility skills
- water familiarisation, buoyancy and mobility skills to enable accurate and comprehensive instruction to participants
- use, care and maintenance of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies as per Australian Resuscitation Council (ARC) guidelines.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or confined natural shallow water environment.

Assessment must ensure use of:

- organisational policies and procedures appropriate to risk management
- swimming instructional equipment
- participants to whom instruction is provided, these can be:
  - participants in a workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- develop and conduct lessons in industry required timeframes
- respond to problems that typically arise in water familiarisation, buoyancy and mobility skills instruction.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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Links

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SISCAQU009 Instruct water safety and survival skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop lesson plans and instruct water safety and survival skills to both children and adults using drills, activities and games.

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, organisational policies and procedures and best practice principles of aquatic activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop lesson plans.	1.1 Consider participant group characteristics and identify water safety and survival skills to be developed. 1.2 Assess participant readiness to acquire the relevant skills.

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	1.3 Determine instructional methods appropriate to the participant group.
	1.4 Determine appropriate drills, activities or games for the participant group.
	1.5 Develop and document lesson plans that incorporate key instructional information.
2. Conduct lessons.	2.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.
	2.2 Provide clear and accurate instruction in drills, activities and/or games and confirm understanding.
	2.3 Introduce participants to the water in an appropriate manner.
	2.4 Demonstrate skills and techniques to participant group.
	2.5 Observe and monitor participation and performance of each participant according to principles of movement in water and adjust as required.
	2.6 Select and use communication techniques that encourage and support participants.
	2.7 Modify lesson as required, according to participant needs and factors that affect skill development.
	2.8 Respond to participants experiencing difficulties, and answer questions as required.
	2.9 Use techniques to maintain group control.
	2.10 Monitor time and complete drills, activities and games within allocated time.
	2.11 Complete lesson documentation and progress notes.
3. Review and adapt instruction.	3.1 Request and respond to feedback from participants.
	3.2 Identify aspects needing further emphasis or attention in future sessions.
	3.3 Review own performance and identify areas needing improvement.
	3.4 Implement modifications to future instruction in response to feedback and review of participant progress.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

SISCAQU309A Instruct clients in water safety and survival skills

Links

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Assessment Requirements for SISCAQU009 Instruct water safety and survival skills

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct water familiarisation, buoyancy and mobility skills to both children and adults according to legal, ethical and organisational requirements
- develop and implement at least three lesson plans that individually or cumulatively incorporate the following water safety and survival skills and documents the teaching points, class formations, safety and equipment considerations:
  - entering and exiting the water
  - floating, sculling and treading water
  - using personal flotation devices (PFD)
  - recognising casualties
  - applying self-preservation techniques
  - non-swimming and swimming rescues
  - applying survival strokes
- use the following drills during instruction:
  - survival strokes – sidestroke, survival backstroke, survival breaststroke
  - current accepted industry training
  - skill correction drills
  - modified games
- use and modify the following instructional strategies for individuals and groups:
  - whole skill strategies
  - whole, progressive part, whole strategies
  - progressive part strategies
  - demonstration strategies
  - experiential or problem-solving strategies
  - command and response strategies
  - techniques to encourage the reluctant participant
- reflect on the following key aspects of instruction
  - the lesson
  - teaching methods used
  - risk management

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- potential ways to enhance learning opportunities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal, ethical and organisational requirements and responsibilities for instruction:
  - work health and safety/occupational health and safety
  - working with children
  - duty of care/safe conduct of activities
  - best practice principles of aquatic activities
  - mandatory reporting
  - implications of negligence
  - waivers and exclusion clauses
  - insurance
  - anti-discrimination and equal opportunity
  - privacy and confidentiality
  - communication protocols
  - a recognised swimming teachers code of conduct
  - swimwear and personal protective equipment
  - accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks
  - culture of swimming and water safety
- characteristics of the different participant groups:
  - age
  - stage of development
  - physical or intellectual characteristics
  - cultural and situational factors
- principles of movement in water:
  - buoyancy
  - flotation
  - hydrostatic pressure
  - propulsion
  - lift
  - drag
  - turbulence
  - acceleration
  - resistance
  - balance and stability
- factors which affect movement in water:

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    - body alignment
    - balance
    - core power
- principles of session planning to develop activity-specific plans:
    - expectations and aspirations of clients
    - numbers of clients
    - client background, experience and developmental stage
    - staff and financial resources
    - cultural and political influences
    - involvement and interest of parents
    - length and number of sessions
    - equipment, materials and provisions
    - precautions and other health and safety information
- learning styles to enable the use of a variety of activities to cater for different client learning preferences:
    - auditory
    - kinaesthetic
    - visual
    - sensory
- instructional methods and principles:
    - whole skill strategies
    - progressive part strategies
    - demonstration strategies
    - command and response strategies
    - experiential or problem-solving strategies
    - techniques to encourage the reluctant participant
- principles of growth and development to select and sequence appropriate tasks and activities
- conditions, factors and external influences that effect participant uptake of skill:
    - physical, intellectual and emotional characteristics
    - environmental conditions
    - other facility users
    - spectators
    - parents
    - other instructors
    - background noise and distractions
    - class size
    - water depth
    - available water space
- use, maintenance and care of equipment, including:

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  - flotation devices
  - reaching poles
  - ropes
- group management techniques
- communication techniques that support and encourage participants
- cardiopulmonary resuscitation techniques to enable initial response to emergencies as per Australian Resuscitation Council (ARC) guidelines.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or confined natural shallow water environment.

Assessment must ensure use of:

- organisational policies and procedures appropriate to risk management
- swimming instructional equipment:
  - flotation devices
  - ropes
  - reaching poles
  - pool safety equipment
- participants to whom instruction is provided, these can be:
  - participants in a workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- develop and conduct lessons in industry required timeframes
- respond to problems that typically arise in water safety and survival skills instruction.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISCAQU010 Instruct swimming strokes

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop lesson plans and instruct survival and competitive swimming strokes to a range of clients including children and adults.

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues. Work is performed according to relevant legislation, including working with children and/or vulnerable people checks, organisational policies and procedures and best practice principles of aquatic activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Analyse the strokes of swimming.	1.1 Identify the basic biomechanical principles of the strokes of swimming and break each part into its components. 1.2 Identify observable body movements for each stage of

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	the skill in order of performing importance.
	1.3 Identify and document technique checklist.
2. Develop lesson plans.	2.1 Consider participant group characteristics and identify swimming skills to be developed.
	2.2 Assess participant readiness to acquire the relevant skills.
	2.3 Determine instructional methods appropriate to the participant group.
	2.4 Determine appropriate drills, activities and/or games for the participant group.
	2.5 Develop and document lesson plans that incorporate key instructional information.
3. Conduct lessons.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.
	3.2 Provide clear and accurate instruction on drills, activities and games and confirm understanding.
	3.3 Introduce participants to the water in an appropriate manner.
	3.4 Demonstrate skills and techniques to participant group.
	3.5 Observe and monitor participation and performance of each participant according to principles of movement in water and adjust as required.
	3.6 Select and use communication techniques that encourage and support participants.
	3.7 Modify lesson as required according to participant needs and factors that affect skills development.
	3.8 Respond to participants experiencing difficulties and answer questions as required.
	3.9 Use techniques to maintain group control.
	3.10 Monitor time and complete drills, activities or games within allocated time.
	3.11 Complete lesson documentation and progress notes.
4. Review and adapt the instruction.	4.1 Request and respond to feedback from participants.
	4.2 Identify aspects needing further emphasis or attention in future sessions.
	4.3 Review own performance and identify areas needing improvement.
	4.4 Implement modifications to future instruction in response to feedback and review of participant progress.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCAQU310A Instruct swimming strokes

Links

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Assessment Requirements for SISCAQU010 Instruct swimming strokes

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct swimming strokes to both children and adults according to legal, ethical and organisational requirements
- develop and implement at least three lesson plans that individually or cumulatively incorporate the following strokes, and documents the teaching points, class formations, safety and equipment considerations:
  - freestyle
  - backstroke
  - butterfly
  - breaststroke
  - sidestroke
  - survival backstroke
- use and modify the following instructional strategies for individuals and groups:
  - whole skill
  - progressive part
  - demonstration
  - command and response
  - experiential or problem-solving
  - techniques to encourage the reluctant participant
- reflect on the following key aspects of instruction:
  - the lesson
  - teaching methods used
  - risk management
  - potential ways to enhance learning opportunities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal, ethical and organisational requirements and responsibilities for instruction:

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  - codes of conduct
  - work health and safety/occupational health and safety
  - working with children
  - duty of care/safe conduct of activities
  - best practice principles of aquatic activities
  - mandatory reporting
  - implications of negligence
  - waivers and exclusion clauses
  - insurance
  - anti-discrimination and equal opportunity
  - privacy and confidentiality
  - communication protocols
  - a recognised swimming teachers code of conduct
  - swimwear and personal protective equipment
- principles of session planning to develop activity-specific plans:
  - expectations and aspirations of clients
  - numbers of clients
  - client background, experience and developmental stage
  - staff and financial resources
  - cultural and political influences
  - involvement and interest of parents
  - length and number of sessions
  - equipment, materials and provisions
  - precautions and other health and safety information
- learning styles to enable the use of a variety of activities to cater for different client learning preferences:
  - auditory
  - kinaesthetic
  - visual
  - sensory
- principles of growth and development to select and sequence appropriate tasks and activities
- instructional methods and principles:
  - whole skill strategies
  - progressive part strategies
  - demonstration strategies
  - command and response strategies
  - experiential or problem-solving strategies
  - techniques to encourage the reluctant participant
- elements of the following swimming and survival strokes:

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    - freestyle
    - backstroke
    - butterfly
    - breaststroke
    - sidestroke
    - survival backstroke
- techniques and progressions commonly required for teaching the following swimming and survival strokes:
    - freestyle
    - backstroke
    - butterfly
    - breaststroke
    - sidestroke
    - survival backstroke
- major stroke faults and how to appropriately correct them
- the aspects of a body of water:
    - body position and density
    - vertical and lateral rotation
    - balance
- forces effecting movement in water and the factors that affect each force:
    - buoyancy:
        - density
        - shape
        - symmetry and asymmetry
        - breathing
        - centre of gravity
        - centre of buoyancy
    - propulsion:
        - lift force
        - water friction
        - levers
    - resistance:
        - skin
        - frontal
        - eddy
- characteristics of the following participant groups and appropriate drills for the various characteristics:
    - age
    - stage of development
    - physical or intellectual characteristics

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    - cultural and situational factors
- conditions, factors and external influences that affect participant uptake of skill:
    - physical, intellectual and emotional characteristics
    - environmental conditions
    - other facility users
    - spectators
    - parents
    - other instructors
    - background noise and distractions
    - class size
    - water depth
    - available water space
- use, maintenance and care of swimming instructional equipment
- group management techniques
- communication techniques that support and encourage participants
- cardiopulmonary resuscitation techniques to enable initial response to emergencies as per Australian Resuscitation Council (ARC) guidelines.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or confined natural shallow water environment.

Assessment must ensure use of:

- organisational policies and procedures appropriate to risk management
- swimming instructional equipment:
    - flotation devices
    - ropes
    - reaching poles
    - pool safety equipment
- participants to whom instruction is provided, these can be:
    - participants in a workplace, or
    - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

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- develop and conduct lessons in industry required timeframes
- respond to problems that typically arise during swimming instruction.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISCAQU011 Promote development of infants and toddlers in an aquatic environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select an appropriate progression of activities to promote the development of infants and toddlers over 6 months of age in an aquatic environment.

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, organisational policies and procedures and best practice principles of aquatic activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop activity plans.	1.1 Consider participant group characteristics and identify motor, cognitive and personal development skills to be

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	developed.
	1.2 Determine appropriate water-based activities that promote required skills.
	1.3 Plan and structure activities for developmental progression with equipment and resources appropriate to age and stage of development.
	1.4 Develop and document activity plans that incorporate key information.
2. Conduct activities.	2.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.
	2.2 Provide clear information to participants and confirm understanding using age-appropriate communication techniques.
	2.3 Facilitate experiences that encourage motor, cognitive and personal development.
	2.4 Arrange aquatic resources and equipment to provide challenge, choice and encourage independence.
	2.5 Provide opportunities to make limited choices and experience consequences of choices.
	2.6 Introduce new ideas or activities that build on existing knowledge, skills and interests.
	2.7 Encourage caregivers to become actively involved in introducing new aquatic experiences to participants.
	2.8 Monitor time and complete activities within allocated time.
	2.9 Complete activity documentation and progress notes.
3. Review and adapt instruction.	3.1 Provide clear information to caregivers.
	3.2 Seek and respond constructively to feedback and questions.
	3.3 Review own performance and identify areas needing improvement.
	3.4 Implement modifications to future session in response to feedback and review of participant progress.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

SISCAQU311A Foster the development of infants and toddlers in an aquatic environment

Links

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Assessment Requirements for SISCAQU011 Promote development of infants and toddlers in an aquatic environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- promote the development of infants and toddlers according to legal, ethical and organisational requirements
- develop and implement at least three activity plans with infants, toddlers and caregivers in aquatic activities using games and activities that promote the following motor, cognitive development and personal development skills:
  - motor development:
    - fine and gross motor skills
    - reflexive movements
    - disorganised and unstable movements
    - control of breathing, coughing and swallowing
    - organised and voluntary movement
    - coordinated movements with buoyancy, head and breath control
  - cognitive development:
    - attention to details/attention span
    - classification of information
    - memory
    - imagination and conceptual development
    - problem-solving skills
    - language acquisition
    - choice and consequences
    - independence
    - environmental awareness
  - personal development:
    - opportunities to separate from caregivers
    - encouragement of caregivers to introduce new experiences
- select and use communication techniques suited to infants and toddlers
- reflect on the following key aspects of instruction
  - the lesson
  - teaching methods used

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- risk management
- potential ways to enhance learning opportunities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal, ethical and organisational requirements and responsibilities for instruction:
  - work health and safety/occupational health and safety
  - working with children
  - duty of care/safe conduct of activities
  - best practice principles of aquatic activities
  - mandatory reporting
  - implications of negligence
  - waivers and exclusion clauses
  - insurance
  - anti-discrimination and equal opportunity
  - privacy and confidentiality
  - communication protocols
  - a recognised swimming teachers code of conduct
  - swimwear and personal protective equipment
- principles of session planning to develop activity-specific plans:
  - expectations and aspirations of parents or caregivers
  - numbers of clients
  - client background, experience and developmental stage
  - staff and financial resources
  - cultural and political influences
  - involvement and interest of parents or caregivers
  - length and number of sessions
  - equipment, materials and provisions
  - precautions and other health and safety information
- instructional methods and principles:
  - whole skill strategies
  - progressive part strategies
  - demonstration strategies
  - command and response strategies
  - experiential or problem-solving strategies
  - techniques to encourage the reluctant participant
- conditions, factors and external influences that effect participant uptake of skill:
  - physical, intellectual and emotional characteristics

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    - environmental conditions
    - other facility users
    - spectators
    - parents
    - other instructors
    - background noise and distractions
    - class size
    - water depth
    - available water space
- temperament and personality characteristics of infants and toddlers:
    - easy child
    - slow to warm up child
    - difficult child
- development stages of infants and toddlers:
    - motor
    - cognitive
    - personal development
- aquatic activities and games to facilitate motor, cognitive and personal development in infants and toddlers
- appropriate use, care and ongoing maintenance of industry relevant equipment and resources.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated warm water pool.

Assessment must ensure use of:

- infant and toddler participants with differing needs and expectations
- organisational policies and procedures
- aquatic equipment and toys.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- conduct activities within industry required timeframes
- respond to problems that typically arises when working with infants and toddlers in an aquatic environment.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISCAQU012 Assist participants with a disability during aquatic activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify the needs of participants with a disability, assist them to safely enter and exit the water and to provide appropriate support during aquatic activities.

This unit applies to those conducting learn-to-swim and water familiarisation classes in swimming pools or confined natural shallow water venues. Work is performed according to relevant legislation, public health regulatory requirements and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify participant needs.	1.1 Consider participant group characteristics and suitability of environmental features to participant needs.

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	1.2 Assess the degree and type of support required. 1.3 Determine entry and exit requirements, and appropriate entry and exit points. 1.4 Report any unsuitable environmental features or entry and exit points.
2. Provide aquatic support.	2.1 Select and use communication techniques suited to participants. 2.2 Advise participants and caregivers of location and appropriate use of resources. 2.3 Provide clear information and demonstrations to participants and caregivers and confirm understanding. 2.4 Seek and respond to questions or feedback from participants and caregivers. 2.5 Provide appropriate type and level of support. 2.6 Observe and monitor participant responses and adjust support provided, as required. 2.7 Respond to participants or caregivers experiencing difficulties.
3. Review aquatic support.	3.1 Respond to participant and caregiver concerns, feedback and questions as required. 3.2 Report on resources and aspects needing further emphasis, attention or intervention in future sessions. 3.3 Review own performance and identify areas needing improvement and appropriate strategies as required.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCAQU312A Assist participants with a disability during aquatic activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCAQU012 Assist participants with a disability during aquatic activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide support to at least three clients with different types of disability
- correctly use the following physical support techniques:
  - hands on torso
  - hands to hands
  - back hold in vertical or horizontal positions
  - short arm hold
  - cradling
  - carry hold
  - hip hold
  - prone hold
  - prone side hold
  - assisted entries and exits
- select and use communication strategies suited to individual clients, including the following:
  - active listening
  - open questioning
  - non-verbal
  - visual
  - sensory
  - tactile.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal, ethical and organisational policies and procedures:
  - work health and safety/occupational health and safety
  - duty of care
  - working with children

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  - communication protocols
  - codes of conduct
  - best practice principles of aquatic activities
  - disability specific legislation
  - current policies and frameworks supporting provision of services to people with a disability
- factors affecting support requirements:
  - physical disability
  - intellectual or sensory impairment
  - mobility
  - fitness
  - body type and composition
  - age
- environmental features to be considered:
  - ramps
  - hoists
  - steps
  - surface type
  - railings
  - water depth
  - available water space
- aquatic support techniques and their application to different participant requirements, as specified in the Performance Evidence
- communication techniques and the need to adapt to specific needs:
  - clear verbal communication
  - visual
  - tactile
- use, care and maintenance of equipment used to support people with a disability
- first aid and water rescue techniques to enable appropriate responses to participants or caregivers experiencing difficulties
- cardiopulmonary resuscitation techniques to enable initial response to emergencies as per Australian Resuscitation Council (ARC) guidelines.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or confined natural shallow water environment.

Assessment must ensure use of:

- participants with a disability to whom services are provided

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- organisational policies and procedures appropriate to risk management
- incident reporting documentation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- respond to typical challenges that arise when providing support to people with a disability.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and respond to emergency situations requiring the use of self-contained breathing apparatus (SCBA).

This unit applies to those working at aquatic facilities where chlorine gas is used. The Australian and New Zealand Safety Standard 2927 requires a SCBA to be kept at any public swimming pool or public place where chlorine is stored or used. The Western Australian Code of Practice for the Design, Construction, Operation, Management and Maintenance of Aquatic Facilities imposes conditions on Pool Operators of Group 1 Swimming Pools to hold this Unit of Competence.

With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Identify and evaluate emergency situations.	1.1 Identify emergencies requiring the use of self-contained breathing apparatus. 1.2 Communicate initial assessment of emergency to appropriate personnel and determine an appropriate response.
2. Use self-contained breathing apparatus.	2.1 Check self-contained breathing apparatus unit is operational. 2.2 Fit and operate self-contained breathing apparatus unit according to manufacturer instructions. 2.3 Connect chlorine gas regulator to cylinder or drum installation. 2.4 Perform leak detection test on chlorine gas regulator. 2.5 Record and report details of routine maintenance. 2.6 Isolate chlorine gas equipment in an emergency situation and notify emergency personnel in line with organisational requirements.
3. Check and maintain self-contained breathing apparatus.	3.1 Check self-contained breathing apparatus unit, report faults and take corrective action when required. 3.2 Clear and store the self-contained breathing apparatus unit after use if no maintenance action required. 3.3 Remove, replace or repair faulty equipment and defective parts according to manufacturer instructions and scope of responsibility.
4. Complete post-emergency responsibilities.	4.1 Record and report details of emergency incident according to organisational procedures. 4.2 Evaluate emergency procedures and recommend any changes required to improve response.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret technical documents such as manufacturer instructions for the use, care and maintenance of self-contained breathing apparatus units.
Numeracy skills to:	• determine air supply limits of self-contained breathing apparatus units.

Unit Mapping Information

SISCAQU417A Operate self-contained breathing apparatus in an aquatic facility

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify, evaluate and respond to chlorine gas system operations and emergencies requiring the use of self-contained breathing apparatus according to legislative and organisational requirements on at least two occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures:
  - work health and safety/occupational health and safety
  - codes of practice
  - use and care of equipment
  - communication protocols
  - safety, rescue and emergency procedures
  - incident reporting
  - appropriate responses to potential risk
- safe use, care and routine maintenance of chlorine gas equipment
- properties of chlorine gas
- atmospheric conditions and how they can affect chlorine gas cylinders
- responses to emergency situations involving the release of chlorine gas
- how to use a self-contained breathing apparatus.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility where chlorine gas is used.

Assessment must ensure use of:

- chlorine gas system

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- a self-contained breathing apparatus
- organisational policies and procedures for risk management
- incident and maintenance reporting documentation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- respond to emergency situations in industry required timeframes.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISCCRD001 Facilitate community recreation initiatives

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, deliver and evaluate community recreation initiatives. Community recreation initiatives are diverse in nature and this unit is relevant to any type of community recreation initiative using community development principles around consultation, access and equity. Initiatives can be as targeted as increasing participation in local populations, or as broad as implementing a nationally recognised need within the community.

This unit applies to middle managers and volunteer coordinators who work autonomously in community recreation environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Community Recreation Development

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop community	1.1 Consult with stakeholders to identify community

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recreation initiatives.	characteristics, needs and expectations. 1.2 Identify community groups with specific requirements. 1.3 Conduct meetings and consultations with community members to confirm needs and expected outcomes. 1.4 Identify barriers and risks to participation and develop appropriate strategies. 1.5 Develop and document strategies for communication and implementation of initiatives. 1.6 Prepare and distribute marketing materials to target group.
2. Deliver community recreation initiatives.	2.1 Identify and organise appropriate resources to implement initiatives. 2.2 Implement delivery strategies that ensure safety of participants. 2.3 Monitor access, participation and safety and adjust initiatives according to responses of specific community. 2.4 Encourage participants to provide feedback on initiatives.
3. Evaluate community recreation initiatives.	3.1 Seek and acknowledge feedback from relevant stakeholders. 3.2 Evaluate relevant components of initiatives against expected outcomes. 3.3 Identify potential areas for improvement and consult with key stakeholders to determine future directions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILL	DESCRIPTION
Writing skills to:	• prepare meeting documentation and targeted marketing communication materials.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SISCCRD001 Facilitate community recreation initiatives

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, deliver and evaluate at least two different recreation initiatives for two different target groups.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures that inform planning and delivery of recreation initiatives:
  - work health and safety
  - anti-discrimination and equal opportunity
  - privacy
  - working with children
  - communication protocols
- principles of social justice and advocacy
- social, political, cultural and historical issues relevant to specific communities and groups to a level required to develop appropriate initiatives:
  - cultural and linguistic diversity
  - urban, rural or remote location
  - family systems
  - schooling
- consultation and communication mechanisms for working with communities
- resources required for initiatives within an organisation or specific community and how they can be organised:
  - facilities
  - equipment
  - finance
  - personnel
  - volunteers
  - transport

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    - marketing materials
- factors that affect participation in community recreation activities for specific communities:
    - age
    - cultural and social
    - physical and intellectual characteristics
    - family structures
    - level of literacy and numeracy
    - financial
    - time and resource constraints
- potential outcomes of initiatives:
    - increased participation
    - increased retention level
    - feelings of inclusiveness
- evaluation processes to enable improvements to be made to the program.

Assessment Conditions

Skills must be demonstrated in:

- an appropriate facility or venue within a community setting such as a community hall, aquatic or sport centre
- a simulated community recreation environment.

Assessment must ensure use of:

- participants for the recreation initiative; these can be:
    - participants in a community setting, or
    - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
- equipment and resources required for the implementation of the initiative
- industry, community or organisational documentation such as community recreation plans, forms relating to resource and equipment, evaluation tools
- legislation and organisational policies and procedures in relation to the conduct of recreational activities.

Assessment activities that allow the individual to:

- facilitate recreation activities in situations that require the planning and problem solving skills reflective of the workplace.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SISCCRO001 Plan and conduct recreation programs for older persons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, safely conduct, and evaluate recreation programs for older persons, including frail and moderately active participants.

This unit applies to those working in environments such as community recreation centres and indoor or outdoor recreation facilities. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Community Recreation Operations

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish participant needs and expectations.	1.1 Interpret information about participant characteristics, recreational needs and special requirements. 1.2 Encourage participants to articulate their own recreational

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	needs and expectations.
	1.3 Make assessments of participant capacity in consultation with relevant support personnel and within scope of own responsibility.
	1.4 Identify potential barriers to participation.
	1.5 Advise participants of factors preventing participation in a program.
2. Plan recreation programs.	2.1 Determine program activities and strategies appropriate to the context, participant needs and capabilities.
	2.2 Assess likely demands of the program on participants in consultation with appropriate support personnel.
	2.3 Identify and organise required human, physical and financial resources and support.
	2.4 Recognise risks to participant safety and act to eliminate or minimise risks.
	2.5 Identify and incorporate injury prevention strategies and support requirements.
	2.6 Develop and document program plans that incorporate key information.
	2.7 Seek agreement on program plan from relevant staff, participants and organisations as required.
3. Prepare for recreation programs.	3.1 Inspect and confirm set-up of location and equipment; report issues to person responsible.
	3.2 Provide clear and accurate instructions and information using communication techniques suited to participants.
	3.3 Confirm understanding and encourage participants to seek clarification as required.
	3.4 Issue required equipment and aids and provide assistance with fitting where necessary.
	3.5 Modify equipment for use by different participant groups.
	3.6 Identify emerging risks to participant safety and take action to minimise these.
4. Conduct recreation programs.	4.1 Encourage participants to warm-up and cool-down through demonstration and instruction of safe and appropriate exercises.
	4.2 Monitor technique, use of equipment and aids and provide feedback and assistance to participants.
	4.3 Select and use communication techniques that encourage and support participants.
	4.4 Modify program, as required according to participant needs.
	4.5 Use techniques that motivate participants to maintain an appropriate participation rate.

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5. Conclude recreation programs.	5.1 Conclude program at a pace appropriate to participants, their level of involvement and duration of the program. 5.2 Inform participants of follow-up programs, sources of information and further recreational opportunities. 5.3 Collect and check issued equipment for damage and wear and report problems to appropriate staff.
6. Evaluate recreation programs.	6.1 Request and respond to feedback from participants and identify further needs. 6.2 Evaluate program components and record outcomes. 6.3 Identify and document potential areas for improvement in future programs. 6.4 Review own performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILL	DESCRIPTION
Reading skills to:	• interpret accompanying health documentation as required, using risk stratification processes.
Oral communication skills to:	• use active listening and open and closed probe questioning to identify participant needs and preferences.

Unit Mapping Information

SISCCRO303A Plan and conduct recreation programs for older persons

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCCRO001 Plan and conduct recreation programs for older persons

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and evaluate at least three different programs for older people, including both frail and moderately active participants
- conduct programs that individually or cumulatively incorporate at least three of the following activity types:
  - stretching and mobility
  - strengthening or conditioning
  - posture
  - balance
  - chair-based work
  - floor work
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements that support and facilitate safe conduct of recreation programs for older participants:
  - work health and safety/occupational health and safety
  - privacy and confidentiality
  - duty of care
  - equal opportunity and anti-discrimination
  - sexual harassment
- organisational policies and procedures for planning and conducting an recreation programs for older participants:
  - appropriate use of equipment and venues
  - work health and safety/occupational health and safety

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    - risk minimisation
    - privacy
    - duty of care
    - extent and limitations of responsibilities
    - time constraints and scheduling requirements
    - budget allocation
    - use of modified equipment
    - use of aids
- screening processes of older persons for entry into programs or activities:
    - interviews with participants and carers
    - medical history
    - physical ability tests
- general contraindications for participation
- factors affecting participation in programs for older persons
- potential types of participant needs and their impact on program planning:
    - physical
    - emotional
    - motivational
- program planning techniques and information to be included in plans
- psychological stages and impact of ageing on participation in recreation activities and the variations in older people's abilities
- risk analysis processes for assessing the potential impact of a planned recreation program on participant safety:
    - level of challenge and difficulty
    - behaviour of other participants
    - equipment failure
- activity specific knowledge to match activities with client needs and capabilities:
    - suitable exercises for older persons:
        - stretching and mobility exercises
        - strengthening or conditioning
        - confidence building
        - posture
        - balance
        - chair based
        - floor work
    - variations in status of participants:
        - impact of medication
        - chronological age
        - physiological age
        - medical conditions

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- factors affecting group dynamics, conflict resolution and communication strategies:
  - verbal
  - modelling or demonstration
  - hand or arm signals
  - braille
- modified equipment and aids for older participants and equipment testing and checking techniques
- evaluation processes.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated environment.

Assessment must ensure use of:

- equipment and resources required for the delivery of the program:
  - modified equipment and aids
- industry or organisational documentation such as program plans, forms relating to equipment checks and equipment damage
- legislation and organisational policies and procedures in relation to the conduct of programs for older persons
- older participants to undertake recreation programs; these can be:
  - participants in a community setting, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- plan and conduct programs of a duration that reflects current industry practice.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISFFIT001 Provide health screening and fitness orientation

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify client fitness requirements, administer a pre-exercise health screening questionnaire and advise clients of appropriate fitness programs, services and facilities. This involves using industry endorsed risk stratification procedures when determining the provision of suitable advice regarding services and referral requirements.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client fitness	1.1 Question clients to confirm fitness goals, expectations

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requirements.	and preferences. 1.2 Confirm current and past physical activity participation. 1.3 Describe available programs, services and facilities relevant to client needs and expectations.
2. Administer pre-exercise health screening questionnaire.	2.1 Explain purpose of pre-exercise health screening questionnaire and risk stratification to client. 2.2 Provide and administer an industry standard pre-exercise health screening questionnaire to client. 2.3 Discuss client preferences and outcomes of pre-exercise health screening. 2.4 Refer client to medical practitioner or other appropriate professionals for further appraisal as required.
3. Advise benefits of fitness activities and exercise prescription.	3.1 Explain benefits of fitness activities and fitness programs. 3.2 Advise client regarding processes and suitability of relevant activities and programs, as required. 3.3 Document and update records of fitness orientation, pre-exercise screening and advice provided to client.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret pre-exercise health screening questionnaire requirements and processes to determine client level of risk • interpret pre-exercise health screening questionnaire and accompanying documentation regarding its use, implementation and risk stratification processes.
Writing skills to:	• prepare referral letters with appropriate information from client consultation and pre-exercise health screening questionnaire to general practitioners, personal trainers or advanced personal trainers.
Oral communication skills to:	• provide client with a justified explanation for referral and identify with the client the appropriate person, such as the client's general practitioner, for the referral • use active listening and open and closed probe questioning to interact with clients in a polite and friendly manner.
Numeracy skills to:	• conduct measurements and calculations, such as body mass index within industry standard pre-exercise health screening questionnaire

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	• provide clients with advice on appropriate exercise intensity guidelines and heart rate calculations based on pre-exercise health screening questionnaire results.
Problem-solving skills to:	• determine need for client referral to a general practitioner or a personal trainer or an advanced personal trainer.

Unit Mapping Information

SISFFIT301A Provide fitness orientation and health screening

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT001 Provide health screening and fitness orientation

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include a period(s) totalling at least three hours of fitness orientation and health screening work comprising at least five different client contact sessions and:

- use a risk stratification process for each client contact session for clients with differing needs, goals and preferences
- conduct calculations and measurements to adequately complete health screening procedures:
  - waist circumference
  - waist to hip ratio
  - body mass index
- explain available programs, services and facilities to match each client's needs, goals and preferences
- prepare referral letters with supporting pre-exercise health screening documentation for at least two clients to a relevant medical or appropriate allied health professional when guidance and feedback is required regarding exercise participation
- prepare referral letter for at least one client to a more highly qualified fitness professional, such as a personal trainer, when either the:
  - client requests personal training services
  - client's needs, goals and preferences are suited to the scope of practice of a fitness professional more highly qualified than a fitness instructor
- interact with all clients in a professional manner
- use appropriate communication strategies and organisational channels to collect and handle sensitive information.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and regulatory requirements:
  - appropriate collection and storage of client information
  - application of legal and ethical limitations of own role
  - work health and safety/occupational health and safety

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- industry endorsed client pre-exercise health screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements
- features and benefits of fitness facilities, exercise programs and services
- essential information and protocols for completion of referrals:
  - client details
  - rationale for referral
  - guidance being sought
  - a copy of the pre-exercise health screening tool
- role of medical or allied health professionals for referral processes
- role of relevant personnel for referral processes:
  - personal trainer
  - advanced personal trainer
- considerations to be aware of in the following specific population client presentations:
  - asthma
  - children and their developmental stages
  - continence issues
  - depression
  - high cholesterol
  - hypertension
  - knee injuries
  - lower back pain
  - menopause
  - metabolic disease or conditions, including diabetes mellitus
  - neck issues
  - obesity
  - older populations and conditions associated with ageing process
  - osteoarthritis
  - osteoporosis
  - overweight
  - pre and postnatal
  - rheumatoid arthritis.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated fitness needs and expectations, including new and existing clients.

Assessment must ensure use of:

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- industry standard pre-exercise health screening questionnaire
- informed consent forms
- client record forms
- referral letter
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to health screening and fitness orientation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

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SISFFIT003 Instruct fitness programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, knowledge and skills required to plan, instruct and evaluate a variety of fitness programs and circuit sessions aimed at the health-related components of fitness. It involves programming and instruction of cardiovascular, resistance and flexibility programs for low or moderate risk clients who have completed industry endorsed pre-exercise screening and risk stratification procedures.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client fitness	1.1 Consider and confirm client needs, expectations and

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requirements.	preferences using suitable questioning techniques. 1.2 Review and advise client of outcomes of pre-exercise health screening procedures. 1.3 Refer client to medical or allied health professionals as required. 1.4 Identify potential barriers to participation. 1.5 Develop and document client profile for re-evaluation purposes.
2. Develop program plans.	2.1 Determine type of training, training methods and equipment required to achieve client goals. 2.2 Calculate total training volume required to achieve client goals. 2.3 Develop and document program plans that incorporate key instructional information to target components of fitness. 2.4 Develop customised training sessions that include a variety of exercises and equipment to meet client needs.
3. Conduct exercise sessions.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Provide clear exercise instructions and confirm client understanding. 3.3 Demonstrate exercises, techniques and equipment to client. 3.4 Monitor participation and performance to identify signs of exercise intolerance and modify as required. 3.5 Select and use communication techniques that encourage and support clients. 3.6 Modify session as required considering basic mechanics, safety and fitness outcomes. 3.7 Respond to clients experiencing difficulties and answer questions as required. 3.8 Complete session documentation and progress notes.
4. Evaluate program.	4.1 Monitor and evaluate exercise program at appropriate intervals. 4.2 Request and respond to feedback from clients. 4.3 Review own performance and identify areas needing improvement. 4.4 Identify aspects needing further emphasis or attention in future sessions. 4.5 Evaluate program or activities and discuss modifications to program. 4.6 Document and update records of evaluation and modification of programs.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret fitness industry and equipment manufacturer guidelines • interpret pre-exercise health screening results and documentation.
Oral communication skills to:	• use active listening and questioning techniques to determine client preferences and offer and explain suitable exercises and programs.
Numeracy skills to:	• calculate heart rate and use exercise intensity guidelines, including rate of perceived exertion • determine availability and appropriate timing for area use • determine safe and effective timing within sessions and programs.
Learning skills to:	• maintain current knowledge of fitness training methods and equipment.
Problem-solving skills to:	• modify session and program as required with consideration and awareness of expected training adaptations specific to client.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISFFIT003 Instruct fitness programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least eight hours comprising at least eight different client contact sessions, and:

- plan, document, implement and evaluate at least five fitness programs using the principles of program design to suit the needs of clients with goals related to health-related components of fitness
- plan, document, implement and evaluate at least three circuit training sessions with interrelated components
- conduct sessions that individually or cumulatively incorporate:
  - demonstration, explanation, and instruction in the following:
    - cardiovascular exercises
    - dynamic warm-up and cool-down components
    - resistance exercises:
      - squat
      - static lunge
      - push-up
      - triceps dips
      - prone back extension
      - shoulder press
      - abdominal crunches
      - bent over row
      - lateral raise
      - modified dead lift
      - prone hover
    - flexibility exercises – static and dynamic stretches
  - injury prevention strategies specific to client needs and program
- modify programs for clients, addressing at least three of the following:
  - technical requirements
  - changing needs due to fitness adaptations
  - changing goals
  - client needs, objectives, likes and dislikes

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- technical difficulty adjustments of exercises.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding fitness programs, sessions and circuit sessions:
  - work health and safety/occupational health and safety
  - duty of care
- organisational policies and procedures in regards to:
  - pre-session screening
  - overcrowding
  - ventilation and/or climate control
  - hygiene
  - participant to instructor ratio
  - emergency
  - risk management
  - standards of personal presentation
  - participant's clothing and footwear
  - use, care and maintenance of equipment
- principles of program design:
  - FITT
  - overload
  - progression
  - specificity
- fitness program planning for improvement of health-related components of fitness:
  - body composition
  - muscle endurance
  - muscle strength
  - cardiorespiratory endurance
  - flexibility
- program design and variables relevant to health-related components of fitness and factors affecting program design
- components of a circuit training session plan:
  - phases:
    - preparation
    - conditioning
    - recovery
    - adaptation

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    - rest intervals
    - required equipment
    - floor plan for equipment arrangement
- circuit training session planning considerations and inclusions:
    - equipment
    - layout
    - number of participants
    - phases of session
- training methods and consideration of intensity, program types, sets and reps, circuits, matrices, super-sets, pre-fatigue and interval training
- benefits of fitness sessions and circuit sessions
- contraindications and precautions to participation in session, and suitable modification options for participants where the safety of the participant is not compromised
- exercises and programming requirements for:
    - flexibility:
        - dynamic or active range of motion
        - static
    - muscular endurance and strength:
        - balance and coordination
        - body weight
        - equipment
    - cardiorespiratory endurance
- effects of different exercises on the major body systems:
    - cardiovascular
    - muscular
    - nervous
    - skeletal
- methods of monitoring exercise intensity, techniques and progression:
    - heart rate
    - rate of perceived exertion
    - observation of technique
    - completed sets and repetitions
    - loads lifted
- manufacturer and exercise equipment specifications for safe use and techniques
- signs and symptoms of exercise intolerance
- motivational techniques and exercise adherence strategies.

Assessment Conditions

Skills must be demonstrated in:

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- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals..

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to fitness programs and circuit training
- industry endorsed risk stratification procedures.

Assessment must ensure use of:

- a variety of fitness industry standard equipment:
  - resistance
    - free weights
    - machines
    - proprioception and stability training equipment
  - cardiovascular training
- an appropriate area for the delivery of circuit training sessions
- client record forms
- documented session plans with inclusion of identified modifications/adjustments needed
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment within a training organisation.

Assessment activities that allow the individual to:

- develop a variety of fitness programs over a period of time suitable for ensuring adequate time for the client to achieve several health-related components of fitness goals
- demonstrate ability to instruct a variety of circuit sessions, catering for :
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT004 Incorporate anatomy and physiology principles into fitness programming

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to incorporate an understanding of the human body structure and physiology into fitness instruction, programming and provision of fitness advice.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Consolidate understanding of anatomy and physiology.	1.1 Source and access information on anatomy and physiology relevant to fitness outcomes. 1.2 Use knowledge of anatomy and physiology in day-to-day professional practice. 1.3 Discuss/explain how understanding of anatomy and physiology contribute to safe/optimum technique and skill development. 1.4 Use a wide range of anatomical terminology relevant to injury prevention and fitness outcomes. 1.5 Identify how anatomical structures respond to physical activity. 1.6 Apply a sound understanding of injury prevention techniques to fitness instruction and programming.
2. Apply knowledge to own professional practice.	2.1 Assess ways in which knowledge of anatomy and physiology may be used, adapted or challenged in instruction and provision of fitness advice. 2.2 Identify current and emerging knowledge of anatomy and physiology relevant to development of own professional practice. 2.3 Modify approach to fitness programming activities and advice as required.
3. Maintain and update knowledge of anatomy principles.	3.1 Identify and use opportunities to update and expand own knowledge of anatomy and physiology. 3.2 Monitor response to changes made to own professional practice or instruction. 3.3 Continue to adjust own practice to optimise results.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• source and comprehend often complex anatomical and physiological information such as anatomical charts and labels on anatomical models.
Problem-solving skills to:	• make connections between own practice and conclusions drawn from information about principles of anatomy and physiology.
Learning skills to:	• monitor sources of information to expand knowledge base on anatomy and physiology relevant to own practice.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT004 Incorporate anatomy and physiology principles into fitness programming

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- effectively use knowledge of the following body systems to improve own instructional practice to plan and instruct at least five different client sessions:
  - cardiovascular
  - respiratory
  - musculoskeletal, with attention to:
    - bone strength
    - muscle endurance
    - muscle strength
  - nervous
  - digestive
- explain and demonstrate:
  - the major movements of the body, while identifying major muscles
  - actions of major joints during exercise
  - relevant information regarding structure and function of skeletal muscle, and process of muscle contraction during exercise
  - muscle actions and functions during different types of contractions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- anatomical terminology:
  - anatomical position
  - superior
  - inferior
  - proximal
  - distal
  - lateral
  - medial

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    - superficial
    - deep
    - planes of movement – sagittal, frontal, horizontal
- movement terminology and muscle actions:
    - flexion
    - extension
    - abduction
    - adduction
    - pronation
    - supination
    - dorsiflexion
    - plantarflexion
    - circumduction
    - inversion
    - eversion
- structural levels of body organisation:
    - cells
    - tissues
    - organs
    - organisms
- functions of major muscles during exercise and movement:
    - agonist
    - prime mover
    - antagonist
    - synergist
    - fixator
- types of muscle contractions:
    - isotonic – concentric and eccentric
    - isokinetic
    - isometric
- tissue types:
    - connective
    - muscle
    - nervous
    - epithelial
- body systems, their interdependence and contribution to a healthy body:
    - cardiovascular
    - musculoskeletal
    - nervous
    - digestive

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    - respiratory
- structure and function of:
    - muscles:
        - types and classifications
        - global and local muscular systems
        - major muscle groups
        - contractibility and activation
    - nervous system:
        - nerves and nerve impulses
        - reflex arcs and relationship to stretching
        - role of nervous system in different types of training
    - skeletal system:
        - types of bones
        - major bones
        - bony landmarks
        - major joints
    - cardiovascular system:
        - heart and blood vessel anatomy
        - circulation pathways
        - role of blood
        - oxygen demands of fitness activities
        - relationships between exercise intensity and circulatory and ventilator responses
    - respiratory system:
        - mechanics of breathing
        - respiratory volumes and relationships to fitness levels and exercise
- energy systems, pathways and substrates and relevant recovery options
- thermoregulation of the human body:
    - consideration of the methods of cooling and warming
    - current environmental conditions
- exercises to promote ideal postural alignment and prevent development of pathological postures, with consideration of:
    - spinal curves
    - muscle balance
    - joint alignment.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated fitness industry environment that offers a variety of fitness services and facilities for clients.

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Assessment must ensure access to:

- anatomical and physiological information and resources
- anatomical models or images.

Assessment must ensure use of:

- planning and evaluation documentation with inclusion of identified improvements to professional practice
- clients for the purposes of explanation and demonstration in instruction; these can be:
  - clients in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- demonstrate ability to incorporate body system knowledge into the instruction of sessions, catering for:
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT005 Provide healthy eating information

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide healthy eating information and support healthy attitudes to eating and body composition. This is undertaken in accordance with recommended guidelines within industry endorsed scope of practice.

The scope of practice of a fitness instructor does not include:

- the provision of specific or individualised dietary analysis or advice, or information regarding:
  - specific diets
  - fad diets
  - nutritional supplementation
  - sports foods
  - ergogenic aids
  - nutrition for exercise or sports performance
- the provision of information or advice to people with medical conditions requiring specialised dietary advice, or to frail elderly people who are at risk of malnutrition
- the provision of dietary information or advice for infants and toddlers.

The fitness instructor must refer clients to an Accredited Practising Dietitian, Accredited Sports Dietitian, or General Practitioner as appropriate.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Provide healthy eating information.	1.1 Access and provide information regarding healthy eating, health and fitness to clients. 1.2 Explain adverse effects of poor nutrition to clients. 1.3 Show sensitivity to cultural and social differences influencing food choices. 1.4 Identify and refer clients with specific dietary requirements or dietary concerns to an Accredited Practising Dietitian, Accredited Sports Dietitian or General Practitioner, as required. 1.5 Maintain records of client consultations.
2. Support positive attitudes to eating and body composition.	2.1 Discuss with clients the relationship between body composition and physical and mental health. 2.2 Incorporate an understanding of the relationship between attitudes to eating and physical and mental health in client interactions. 2.3 Model healthy eating behaviours and attitudes in personal practice. 2.4 Refer client to an Accredited Practising Dietitian, Accredited Sports Dietitian or General Practitioner, as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• extract applicable information from identified healthy eating resources.

Oral communication skills to:	• use open and closed probe questioning techniques in a sensitive and appropriate manner, to:
	  • determine the influences of social and cultural factors on food choices
	  • clarify with the client the extent of information requested in order to determine the need to refer to an Accredited Practising Dietitian, Accredited Sports Dietitian or General Practitioner.

Learning skills to:	• maintain current knowledge of the Australian Dietary Guidelines and any related updates.
Technology skills to:	• access, download and print healthy eating information from identified healthy eating guidelines resources.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT005 Provide healthy eating information

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least two hours comprising at least five different client contact sessions, and:

- access and provide each client with:
  - current healthy eating information from identified current healthy eating information resources
  - information on healthy eating related to the maintenance of health and prevention of chronic disease
- answer client queries and concerns regarding interpretation of healthy eating information
- collaborate with clients to implement healthy eating habits
- identify and prepare referrals for at least five clients to an Accredited Practising Dietitian, Accredited Sports Dietitian and/or General Practitioner as required:
  - clients who have specific dietary requirements or dietary concerns
  - clients who need support regarding positive attitudes to eating.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- information to promote positive attitudes to eating and body composition:
  - relationship between fitness, health and appearance
  - relationship between healthy eating, physical and mental health
  - realistic expectations of nutrition and goal attainment
  - link between healthy eating and common client health conditions
- current healthy information resources:
  - National Health and Medical Research Council (NHMRC) – Australian Dietary Guidelines
- relevant current healthy eating information as outlined in the Australian Dietary Guidelines:
  - food groups and nutrients
  - balanced diet
- own role and limitations in providing healthy eating information

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- role of Accredited Practising Dietitian, Accredited Sports Dietitian and General Practitioner for referring clients
- effects of cultural and social influences on food choices
- referral requirements for:
  - dietary trends
  - fad or popular diets
  - nutritional supplementation
  - sports foods
  - ergogenic aids
- concept of metabolism and the factors affecting metabolism.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated healthy eating and fitness goals.

Assessment must ensure use of:

- documented organisational policies and procedures related to providing nutrition information
- workplace documents and systems for the documenting of client consultation and referral letters, as required
- learning and assessment tools validated by:
  - an Accredited Practising Dietitian or an Accredited Sports Dietitian with at least two consecutive years experience in clinical practice
- current healthy information resources:
  - National Health and Medical Research Council (NHMRC) – Australian Dietary Guidelines
- clients and medical or allied health professionals for referral processes; these can be:
  - clients, and medical or allied health professionals in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation

Assessment activities that allow the individual to:

- provide clients with current healthy eating information from identified resources within commercially realistic consultation timing
- identify at least five situations whereby the client's requirements are beyond the scope of a fitness instructor, and refer client to an Accredited Practising Dietitian, Accredited Sports Dietitian and/or General Practitioner, as appropriate.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT006 Conduct fitness appraisals

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and conduct fitness appraisals, related to the health-related components of fitness. It requires the ability to determine positive behavioural change strategies in preparation for an exercise program and use fitness appraisal equipment according to manufacturer guidelines.

This occurs after the completion of an industry endorsed risk stratification process and the subsequent referral of clients where required.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element.
1. Identify client fitness goals.	1.1 Clarify significance of fitness appraisal in relation to program development and seek client consent. 1.2 Review pre-exercise health screening, and health assessment procedures as required. 1.3 Discuss client health-related goals and acquire additional client information as required. 1.4 Refer client to a medical or allied health professional as required.
2. Plan and conduct fitness appraisal.	2.1 Determine tools and methods to conduct health and fitness assessments. 2.2 Conduct required health and fitness assessments in a safe and timely manner. 2.3 Implement strategies to overcome client cultural and social differences and behavioural patterns as required. 2.4 Select and use communication techniques that encourage and support the client. 2.5 Monitor client for signs and symptoms of intolerance and discontinue fitness assessments as required. 2.6 Explain results of fitness assessments and recommend an appropriate exercise program. 2.7 Match fitness goals to products and services available in the fitness industry. 2.8 Develop a client profile and record outcomes of appraisal and exercise program recommendations. 2.9 Review individualised exercise goals and implement adjustments to goals due to fitness appraisal results, as required.
3. Evaluate fitness appraisal.	3.1 Request and respond to feedback from client. 3.2 Identify and document aspects needing further attention.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret manufacturer guidelines for the use and maintenance of fitness assessment equipment.
Oral communication skills	• use active listening and open and closed probe questioning

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to:	to: • elicit information from clients about their needs and expectations • consult with clients about fitness goals • clarify screening information provided by clients.
Numeracy skills to:	• use calculations in fitness testing or assessment methods, such as body mass index and estimations of maximal oxygen consumption from submaximal testing • set appropriate timeframes in goal setting • work within a time schedule to provide fitness assessments • review calculations from pre-test orientation and screening information.
Problem-solving skills to:	• determine referral requirements after reviewing pre-exercise health screening information and acquiring any additional health and fitness information from client before fitness appraisal.
Technology skills to:	• use fitness assessment equipment and equipment for fitness appraisal.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT006 Conduct fitness appraisals

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least five hours comprising at least five different client contact sessions, and:

- plan and conduct health and fitness appraisals incorporating the following assessments for each client:
  - cardiorespiratory endurance (submaximal oxygen consumption)
  - blood pressure
  - range of movement/flexibility
  - strength
  - weight
  - height
  - body mass index
  - waist to hip ratio
  - girth measurements
- use the following fitness appraisal equipment appropriately and safely:
  - tape measure
  - scales
  - sit and reach tools
  - bicycle, treadmill or rowing ergometer
  - heart rate monitor
  - blood pressure equipment – sphygmomanometer
  - stop watch.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and regulatory requirements relevant to:
  - fitness assessments and collection of client information
  - negligence and duty of care
  - appropriate collection and storage of client information

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    - application of legal and ethical limitations of own role
    - work health and safety/occupational health and safety
- organisational policies and procedures relevant to:
    - fitness assessments and collection of personal information
    - conduct of fitness appraisals
- industry endorsed client pre-exercise health screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements
- features and benefits of fitness facilities, exercise programs and services
- role of medical or allied health professionals for referral processes
- health-related components of fitness:
    - body composition
    - muscle endurance
    - muscle strength
    - cardiovascular endurance
    - flexibility
- contraindications and precautions to participation in health and fitness assessments
- benefits of fitness appraisal procedures and testing
- signs and symptoms of exercise intolerance
- interpretation of results from the following health and fitness assessments:
    - cardiorespiratory endurance (maximal and sub-maximal oxygen consumption)
    - blood pressure
    - range of movement/flexibility
    - strength
    - weight
    - height
    - body mass index
    - waist to hip ratio
    - girth measurements
    - skin fold measurements
- methods for measuring exercise intensity:
    - heart rate response
    - respiration rate response
    - rate of perceived exertion
    - work output
- products and services available in the fitness industry that could be used to meet client goals
- exercise adherence and behavioural change strategies:
    - habits
    - intrinsic and extrinsic motivation

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- goal setting.

Assessment Conditions

Skills must be demonstrated:

- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to fitness appraisals
- manufacturer guidelines on equipment safety and usage.

Assessment must ensure use of:

- client record forms
- fitness industry standard appraisal equipment suitable for assessing health-related components of fitness:
  - heart rate monitor
  - tape measure
  - scales
  - sit and reach tools
  - bicycle, treadmill, rowing ergometer or step-up box
  - sphygmomanometer
  - stop watch
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT007 Instruct group exercise sessions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct, monitor and evaluate group exercise sessions, with or without music. It requires the ability to plan the selection, sequencing and progression of exercises and appropriate music to ensure safe participation in activities.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop session plans.	1.1 Consider participant group characteristics and identify expected fitness outcomes and session type.

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	1.2 Determine appropriate phases, exercises or choreography to meet group needs.
	1.3 Select and sequence music, as required, according to duration, concepts and phases of session.
	1.4 Incorporate motivational techniques to maximise exercise program adherence.
	1.5 Develop and document session plans that incorporate instructional information.
2. Conduct session.	2.1 Confirm availability of area, assemble resources and prepare environment appropriately.
	2.2 Check equipment for maintenance requirements, as required.
	2.3 Confirm capacity to independently participate in session and modify as required to suit specific needs.
	2.4 Provide clear instructions using effective communication and instructional principles.
	2.5 Demonstrate exercises, techniques and equipment, and monitor participation and performance of each participant.
	2.6 Modify activity, as required to cater for a multi-level group.
	2.7 Respond to participants experiencing difficulties and answer questions as required.
	2.8 Encourage group cohesion and manage conflicts as they arise.
3. Evaluate session.	3.1 Seek and acknowledge feedback from participants.
	3.2 Evaluate participant response and feedback.
	3.3 Evaluate own performance and identify areas needing improvement.
	3.4 Implement modifications to future sessions where relevant to meet participant needs.
	3.5 Update session documentation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret manufacturer guidelines to maintain and use equipment.

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Numeracy skills to:	• use the beat of the music to time sessions, ensure safety and enjoyment, as well as effective exercise • monitor intensity of exercise using methods such as heart rate or rate of perceived exertion, if required.
Learning skills to:	• maintain current knowledge of group exercise training session methods.
Problem-solving skills to:	• manage participant conflicts and behavioural concerns • identify participant problems during session and implement modifications required • implement injury prevention strategies.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT007 Instruct group exercise sessions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, instruct and evaluate at least five group exercise sessions
- conduct sessions that individually or cumulatively incorporate:
  - pre-session instructions
  - safe and effective instructional techniques
  - modification of exercise options to meet individual needs
  - music to match participant needs
- monitor exercise intensity during every session using at least one of the following methods:
  - heart rate response
  - perceived rate of exertion
  - talk test
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
- use motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding group exercise sessions and group circuit sessions:
  - work health and safety/occupational health and safety
  - duty of care
  - copyright
  - licensing
- organisational policies and procedures in regards to:
  - pre-session screening
  - overcrowding

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    - ventilation and/or climate control
    - hygiene
    - participant to instructor ratio
    - emergency
    - risk management
    - standards of personal presentation
    - participant's clothing and footwear
    - use, care and maintenance of equipment
- benefits of group exercise sessions
- contraindications and precautions to participation in selected group exercise session, and suitable modification options for participants where the safety of the participant is not compromised
- industry accepted guidelines and recommendations for determining contra-indications and precautions
- potentially harmful practices to be avoided:
    - hyperextension of joints
    - exercising while sick
    - exercising in extremes of temperature
    - ballistic movements
    - high impact movements for clients with incontinence or musculoskeletal conditions
- intervention strategies:
    - stopping or modifying the exercise
    - modifying equipment or its use
- variations to group exercise sessions:
    - choreographed to music
    - with or without music
    - with equipment
    - without equipment
    - circuit style
    - freestyle
- phases of group exercise sessions:
    - warm-up:
        - pulse raise
        - mobility
    - main cardiovascular workout:
        - using aerobic curve
        - pulse raise
        - main workout
        - build down
    - muscle strength and endurance

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    - flexibility
- function and safety of equipment suitable for group exercise to music
- motivational techniques relevant to group exercise sessions
- current industry guidelines relevant to group exercise sessions
- principles of exercise program design:
    - muscle action
    - loading and volume
    - exercise selection and order
    - rest periods
    - repetition velocity
    - frequency
- industry recognised repertoire for targeting cardiovascular, strength and conditioning and flexibility goals
- the use of music in a group exercise to music session, with consideration of appropriate use of:
    - beats per minute
    - rhythm
    - phrasing
    - volume
- realistic timings of original choreography for sessions, or parts of sessions, and sequencing of choreography to suit session type in regards to:
    - add on
    - 32 count phrase
    - verse and chorus
    - layering
- safe and effective exercises and combinations of exercises in group sessions to suit the needs of beginners, intermediate and advanced participants
- group management techniques to assist individuals within the group to achieve desired outcomes.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to group exercise and circuit training
- manufacturer guidelines regarding equipment usage and safety, as required.

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Assessment must ensure use of:

- equipment and resources required for the delivery of the session:
- appropriate music and music equipment, as required
- appropriate area for instruction of group exercise sessions
- group exercise participants; these can be:
  - group exercise participants in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a workplace

Assessment activities that allow the individual to:

- demonstrate the ability to instruct a variety of group exercise sessions:
  - with and without music
  - with and without equipment
  - using music for choreography or motivation, if required
  - catering for :
    - beginners, intermediate and advanced participants
    - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have at least 2 years consecutive industry experience in the application of the skills and knowledge of this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT008 Instruct water-based fitness activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, knowledge and skills required to plan, instruct, monitor and evaluate group water-based exercise sessions. It requires the ability to use aquatic exercise and instructional techniques, and hydrodynamic principles to ensure safe and effective fitness outcomes. This unit does not apply to the provision of hydrotherapy.

This involves using industry endorsed risk stratification procedures when determining the provision of suitable advice regarding services and referral requirements.

This unit applies to fitness instructors who work in a variety of fitness or aquatic locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element.
1. Develop water-based session plans.	1.1 Consider participant group characteristics and identify expected fitness outcomes and session type. 1.2 Determine appropriate phases, exercises, or choreography to meet group needs. 1.3 Select and sequence appropriate water-based fitness activities for participant group. 1.4 Incorporate motivational techniques to maximise exercise program adherence. 1.5 Develop and document session plans that incorporate instructional information.
2. Conduct water-based session.	2.1 Identify site aspects and pool design that may impact on the conduct of activities. 2.2 Confirm availability of area, assemble resources and prepare environment appropriately. 2.3 Check equipment for maintenance requirements, as required. 2.4 Confirm capacity to independently participate in session. 2.5 Provide clear instructions using effective communication and instructional principles. 2.6 Demonstrate exercises, techniques and equipment, and monitor participation and performance of each participant. 2.7 Modify activity, as required to cater for a multi-level group. 2.8 Explain effects of water on client movement responses. 2.9 Monitor client technique and safety within appropriate hydrodynamic principles, and modify as required. 2.10 Show sensitivity to participant cultural and social differences. 2.11 Respond to participants experiencing difficulties and answer questions as required. 2.12 Encourage group cohesion and manage conflicts as they arise.
3. Evaluate water-based session.	3.1 Seek and acknowledge feedback from participants. 3.2 Evaluate participant response and feedback. 3.3 Evaluate own performance and identify areas needing improvement. 3.4 Implement modifications to future sessions where relevant to meet participant needs. 3.5 Update session documentation.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret best practice principles of aquatic activities, organisational policies and procedures and legislation requirements.
Numeracy skills to:	• maintain timing of exercises appropriate to session ability and, where required, music speed and tempo • calculate and monitor intensity of workout for participants, if required.
Learning skills to:	• maintain current knowledge of water based fitness activities, training methods and water safety principles and codes of practice.

Problem-solving skills to:	• determine how to effectively instruct water based fitness activities from outside of the pool considering hydrodynamic principles which emulate demonstration of exercises at water speed
	• apply principles of hydrodynamics to the adjustment of client aquatic activities and implementation of contingencies when problems arise, or other changes are required such as:
	  • client in ability to cope with session, activities, turbulence in water, or level of support provided
	  • client requires more energetic movements to achieve a more effective workout.

Unit Mapping Information

SISFFIT310A Plan and deliver water based fitness activities

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT008 Instruct water-based fitness activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least eight hours comprising at least eight different water based fitness sessions and:

- plan, instruct and evaluate at least eight water-based fitness sessions:
  - five on pool deck
  - three in water
- conduct sessions that individually or cumulatively incorporate:
  - pre-session instructions
  - safe and effective instructional techniques in water-based fitness:
    - formations
    - instructor preservation techniques
    - visual and verbal cueing
    - mirror imagine
    - emulating water movements
    - anchored and weighted movements
    - active and energetic movements
    - propulsion or turbulent actions
    - suspended movements in deep or shallow water
    - efficient learning curves
    - establishing rapport
    - appropriate teaching positioning in regards to clients, pool and deck, sound system and sun glare
    - clear and encouraging instructions
  - modification of exercise options to meet individual needs
  - appropriate components of water-based circuit training
- monitor exercise intensity during sessions using at least one of the following methods:
  - heart rate response
  - perceived rate of exertion
  - talk test.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and regulatory requirements in regards to:
  - work health and safety/occupational health and safety
  - duty of care
  - copyright
  - licensing industry registration
- organisational policies and procedures to ensure safety of clients and other facility users in regards to:
  - overcrowding
  - ventilation
  - hygiene
  - climate control
  - energy
  - standards of personal presentation
  - swimwear and pool footwear
  - use, care and maintenance of pool equipment
- properties of water:
  - mass
  - density
  - viscosity
  - hydrostatic pressure
- forces that act upon the body in water:
  - buoyancy
  - resistance
  - turbulence
  - propulsion
  - inertia
- industry endorsed client pre-exercise health screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements
- common barrier to exercise participation
- contraindications and precautions that may affect water based participation
- participant cultural and social differences and potential impacts of participation
- best practice principles of aquatic activities.

Assessment Conditions

Skills must be demonstrated in:

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- an industry workplace or simulated environment with participants with real or simulated fitness needs and expectations.

Assessment must ensure use of:

- an industry workplace or simulated environment with the appropriate environmental features:
  - indoor or outdoor swimming pool in a controlled environment
  - swimming pool entry and exit points
  - wet decks
  - ramps
  - steps
  - bulk heads
  - surface of pool and concourse
  - pool floor gradient
  - water temperature
  - railings
  - chemical additives
  - ambient temperature
- safety equipment relevant to local regulatory and organisational policies and procedures
- appropriate participant equipment
- appropriate organisational documentation and resources such as equipment checklists and session plan templates
- appropriate music for instructing water-based fitness sessions:
  - motivating
  - themed
  - phrased and unphrased
  - appropriate beats per minute
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment must ensure access to:

- documentation such as manufacturer specifications for equipment use and maintenance
- legislation, best practice principles, and organisational policies and procedures in relation to aquatic activities.

Assessment activities that allow the individual to:

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- demonstrate the ability to instruct a variety of water based fitness sessions:
  - using industry realistic timeframes
  - catering for:
    - beginners, intermediate and advanced participants
    - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have at least 2 years consecutive industry experience in the application of the skills and knowledge of this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT009 Deliver pre-choreographed or prescribed community fitness

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct pre-choreographed community fitness programs according to the training guidelines provided by the program developer. Program evaluation remains the responsibility of the approving authority.

This unit applies to group exercise leaders working in a variety of locations and with a range of clients in diverse environments including aquatic, recreation, leisure, fitness, gym and community centres.

These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for community fitness program delivery.	1.1 Confirm licensing and provider requirements of the program. 1.2 Confirm facility and resource requirements for program delivery. 1.3 Confirm access to venue or facility meets needs and requirements of clients.
2. Conduct pre-choreographed community fitness program.	2.1 Confirm availability of area, assemble resources and prepare environment appropriately. 2.2 Check equipment for maintenance requirements according to program guidelines, as required. 2.3 Confirm capacity to independently participate in session and modify as required to suit specific needs. 2.4 Provide clear instructions according to program requirements using effective communication and instructional principles. 2.5 Demonstrate exercises, techniques and equipment, and monitor participation and performance of each participant. 2.6 Modify activity, as required to cater for a multi-level group according to program guidelines. 2.7 Respond to participants experiencing difficulties and answer questions as required.
3. Evaluate program.	3.1 Seek and acknowledge feedback from participants. 3.2 Evaluate participant response and feedback. 3.3 Evaluate own performance and identify areas needing improvement. 3.4 Update session documentation. 3.5 Maintain records of sessions according to program guidelines.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret training guidelines provided by the program developer.

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Learning skills to:	• update and maintain knowledge of program requirements.
Planning and organising skills to:	• work within time schedules of facilities and program requirements.

Unit Mapping Information

SISFFIT332 Deliver pre-choreographed or prescribed community exercise program

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT009 Deliver pre-choreographed or prescribed community fitness

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct three pre-choreographed or prescribed community fitness programs, that individually or cumulatively incorporate:
  - clear and accurate instructions and pre-session information:
    - personal introduction
    - verbal pre-screen
    - session level outline and demonstration and explanation of exercises
    - well-timed visual and verbal cueing
    - class organisation and formation
    - emergency procedures
    - appropriate and safe footwear and clothing
    - rests
    - correct exercise techniques and breathing
  - modification of exercise options to meet individual needs
  - sensitivity to social and cultural differences or needs
  - regular encouragement and feedback to clients during session
- monitor client exercise intensity and appropriateness of exercise using at least one of the following suitable techniques:
  - talk test
  - heart rate
  - breathing frequency
  - rate of perceived exertion
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding pre-choreographed or prescribed community fitness programs:
  - work health and safety/occupational health and safety
  - duty of care
  - copyright
  - licensing
- organisational policies and procedures in regards to:
  - pre-session screening
  - overcrowding
  - ventilation and/or climate control
  - hygiene
  - participant to instructor ratio
  - emergency
  - risk management
  - standards of personal presentation
  - participant’s clothing and footwear
  - use, care and maintenance of equipment
  - venue hire
  - recording and reporting requirements
  - communication protocol
  - security
- pre-choreographed or prescribed community fitness programs:
  - benefits
  - purpose
  - aims
  - target group
  - acceptable program modifications
  - equipment requirements and safe usage
- instructional techniques to enable effective delivery and monitoring of program
- general characteristics of main cultural and social groups in Australian society and key aspects that relate to client cultural and religious protocols and preferences for exercise
- injury prevention strategies to maximise client participation in the program.

Assessment Conditions

Skills must be demonstrated in:

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- a fitness industry workplace or simulated environment that offers appropriate services and facilities relevant to provision of pre-choreographed or prescribed community fitness programs.

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to pre-choreographed or prescribed community fitness programs
- manufacturer guidelines regarding equipment usage and safety, as required.

Assessment must ensure use of:

- equipment and resources required for the delivery of the program
- documentation related to pre-choreographed or prescribed community fitness programs
- participants in pre-choreographed or prescribed community fitness programs; these can be:
  - participants in a community setting, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- demonstrate the ability to instruct pre-choreographed or prescribed community fitness programs catering for :
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors, and:

- have at least 2 years consecutive industry experience in the application of the skills and knowledge of this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct pre-choreographed or prescribed group exercise to music classes according to the training guidelines provided by the program developer. Program evaluation remains the responsibility of the approving authority.

This unit applies to group exercise leaders who are required to use appropriately licensed music.

This unit applies to group exercise leaders working in a variety of locations and with a range of clients in diverse environments including aquatic, recreation, leisure, fitness, gym and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for group exercise to music class delivery.	1.1 Confirm licensing and provider requirements of the program. 1.2 Confirm facility and resource requirements for program delivery. 1.3 Confirm access to venue or facility meets needs and requirements of clients. 1.4 Determine exercise repertoire or choreography, using appropriate movement terminology and application of relevant anatomical and physiological principles. 1.5 Access, select and sequence music according to training guidelines. 1.6 Prepare movement sequences and choreography.
2. Conduct pre-choreographed group exercise to music class.	2.1 Confirm availability of area, assemble resources and prepare environment appropriately. 2.2 Check equipment for maintenance requirements according to program guidelines, as required. 2.3 Confirm capacity to independently participate in session and modify as required to suit specific needs. 2.4 Provide clear instructions according to program requirements using effective communication and instructional principles. 2.5 Demonstrate exercises, techniques and equipment, and monitor participation and performance of each participant. 2.6 Modify activity, as required to cater for a multi-level group according to program guidelines. 2.7 Respond to participants experiencing difficulties and answer questions as required. 2.8 Encourage group cohesion and manage conflicts as they arise.
3. Evaluate program delivery.	3.1 Seek and acknowledge feedback from participants. 3.2 Evaluate participant response and feedback. 3.3 Evaluate own performance and identify areas needing improvement. 3.4 Update session documentation. 3.5 Maintain records of sessions according to program guidelines.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret training guidelines provided by the program developer.
Numeracy skills to:	• understand beat of music and how to use the beat to time the session to ensure safety and enjoyment, as well as effective exercise.
Learning skills to:	• maintain current knowledge of group exercise session methods.
Problem-solving skills to:	• manage participant conflicts and behavioural concerns as required • identify participant problems during session and implement modifications required • implement injury prevention strategies.

Unit Mapping Information

SISFFIT333 Deliver pre-choreographed or prescribed group exercise to music classes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct three pre-choreographed or prescribed group exercise to music classes that incorporate:
  - pre-session instructions:
    - verbal pre-screen
    - personal introduction
    - type of session
    - modifications and recovery
    - spacing and organisation of equipment
  - safe and effective instructional techniques:
    - demonstration and explanation of exercise
    - well-timed cueing
    - establishing rapport
    - teaching positioning
    - session organisation and formation
    - visual and verbal cueing
  - communication techniques:
    - clear verbal communication
    - body language
    - mirror imaging
    - monitoring and encouraging session response
    - negotiation
    - conflict resolution
  - appropriate movement sequences:
    - combinations
    - movement breakdown techniques
    - use of learning curves
  - modification of exercise options to meet individual needs
  - regular encouragement and feedback to clients during session

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- monitor exercise intensity during every session using at least one of the following methods:
  - heart rate response
  - perceived rate of exertion
  - talk test
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding pre-choreographed or prescribed group exercise to music classes:
  - work health and safety/occupational health and safety
  - duty of care
  - copyright
  - licensing
- organisational policies and procedures in regards to:
  - pre-session screening
  - overcrowding
  - ventilation and/or climate control
  - hygiene
  - participant to instructor ratio
  - emergency
  - risk management
  - standards of personal presentation
  - participant’s clothing and footwear
  - use, care and maintenance of equipment
  - venue hire
  - recording and reporting requirements
  - communication protocol
  - security
- pre-choreographed or prescribed group exercise to music benefits:
  - purpose
  - aims
  - target group
  - acceptable program modifications

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    - equipment requirements and safe usage
- instructional techniques to enable effective delivery and monitoring of session
- injury prevention strategies to maximise client participation in the program
- potentially harmful practices to be avoided:
    - hyperextension of joints
    - exercising while sick
    - exercising in extremes of temperature
    - ballistic movements
    - high impact movements for clients with incontinence or musculoskeletal conditions
- intervention strategies:
    - stopping or modifying the exercise
    - modifying equipment or its use
- variations to pre-choreographed or prescribed group exercise to music classes:
    - choreographed to music
    - with equipment
    - without equipment
- phases of pre-choreographed or prescribed group exercise to music classes:
    - warm-up:
        - pulse raise
        - mobility
    - main cardiovascular workout:
        - using aerobic curve
        - pulse raise
        - main workout
        - build down
    - muscle strength and endurance
    - flexibility
- function and safety of equipment suitable for group exercise to music
- current industry guidelines relevant to pre-choreographed or prescribed group exercise to music classes
- principles of exercise program design:
    - muscle action
    - loading and volume
    - exercise selection and order
    - rest periods
    - repetition velocity
    - frequency
- the use of music in a group exercise to music session or group circuit session, with consideration of appropriate use of:
    - beats per minute

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    - rhythm
    - phrasing
    - volume
- realistic timings of choreography for sessions, in regards to:
    - add on
    - 32 count phrase
    - verse and chorus
    - layering.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to pre-choreographed or prescribed group exercise to music classes
- manufacturer guidelines regarding equipment usage and safety, as required.

Assessment must ensure use of:

- equipment and resources required for the delivery of the session:
    - appropriate music and music equipment, as required
    - appropriate area for instruction of pre-choreographed or prescribed group exercise to music class
- group exercise participants; these can be:
    - group exercise participants in the workplace, or
    - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a workplace.

Assessment activities that allow the individual to:

- demonstrate the ability to instruct a variety of pre-choreographed or prescribed group exercise to music classes:
    - with music
    - with and without equipment
    - catering for :
        - beginners, intermediate and advanced participants
        - low and high impact.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have at least 2 years consecutive industry experience in the application of the skills and knowledge of this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT011 Instruct approved community fitness programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct an approved community fitness program designed to promote wellbeing and increase physical activity levels in community groups. Program evaluation is the responsibility of the approving authority.

This unit applies to fitness and recreation program instructors who work with a range of clients in a variety of locations including aquatic, recreation, leisure, fitness, gym and community centres.

No occupational licensing, certification or legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for community fitness program delivery.	1.1 Confirm licensing and provider requirements of the program. 1.2 Confirm facility and resource requirements for program

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	delivery. 1.3 Confirm access to venue or facility meets needs and requirements of clients.
2. Conduct approved community fitness program.	2.1 Confirm availability of area, assemble resources and prepare environment appropriately. 2.2 Check equipment for maintenance requirements according to program guidelines, as required. 2.3 Confirm capacity to independently participate in session and modify as required to suit specific needs. 2.4 Provide clear instructions according to program requirements using effective communication and instructional principles. 2.5 Demonstrate exercises, techniques and equipment participants. 2.6 Monitor exercise intensity, technique and safety of clients throughout program according to program guidelines. 2.7 Modify activities as required to meet needs and requirements of clients and minimise risk of injury. 2.8 Respond to participants experiencing difficulties and answer questions as required.
3. Evaluate program.	3.1 Seek and acknowledge feedback from participants. 3.2 Evaluate participant response and feedback. 3.3 Evaluate own performance and identify areas needing improvement. 3.4 Update session documentation. 3.5 Maintain records of sessions according to program guidelines.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Learning skills to:	• update and maintain knowledge of program requirements.
Numeracy skills to:	• work within time schedules of facilities and program requirements.

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Unit Mapping Information

SISFFIT311A Deliver approved community fitness programs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT011 Instruct approved community fitness programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct three approved community fitness programs, that individually or cumulatively incorporate:
  - clear and accurate instructions and pre-session information:
    - personal introduction
    - verbal pre-screen
    - session level outline and demonstration and explanation of exercises
    - well-timed visual and verbal cueing
    - class organisation and formation
    - emergency procedures
    - appropriate and safe footwear and clothing
    - rests
    - correct exercise techniques and breathing
  - modification of exercise options to meet individual needs
  - sensitivity to social and cultural differences or needs
  - regular encouragement and feedback to clients during session
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding community fitness programs:
  - work health and safety/occupational health and safety
  - duty of care
  - copyright
  - licensing

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- organisational policies and procedures in regards to:
  - pre-session screening
  - overcrowding
  - ventilation and/or climate control
  - hygiene
  - participant to instructor ratio
  - emergency
  - risk management
  - standards of personal presentation
  - participant's clothing and footwear
  - use, care and maintenance of equipment
  - venue hire
  - recording and reporting requirements
  - communication protocol
  - security
- approved community fitness programs:
  - benefits
  - purpose
  - aims
  - target group
  - acceptable program modifications
  - equipment requirements and safe usage
- instructional techniques to enable effective delivery and monitoring of program
- general characteristics of main cultural and social groups in Australian society and key aspects that relate to client cultural and religious protocols and preferences for exercise
- injury prevention strategies to maximise client participation in the program.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment that offers appropriate services and facilities relevant to provision of an approved community fitness program.

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to approved community fitness programs
- manufacturer guidelines regarding equipment usage and safety, as required.

Assessment must ensure use of:

- equipment and resources required for the delivery of the program

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- documentation related to an approved community fitness program
- participants in an approved community fitness program; these can be:
  - participants in a community setting, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- demonstrate the ability to instruct an approved community fitness program catering for:
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have at least 2 years consecutive industry experience in the application of the skills and knowledge of this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT012 Instruct movement programs to children aged 5 to 12 years

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate movement programs for children aged between five and twelve years. It requires the ability to supervise young children in small groups participating in movement programs designed to promote functional movement, physical activity and general health.

This unit does not apply to the instruction of children in the use of fitness or gym equipment typically found in gyms and other fitness facilities.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine the movement requirements of children.	1.1 Consider and confirm needs, expectations and preferences of participants, parents and/or carers using suitable questioning techniques. 1.2 Implement appropriate pre-exercise screening or assessment procedures for children prior to participation in movement program. 1.3 Clarify any risk factors or precautions identified in pre-exercise screening or assessment in consultation with parents and/or carers. 1.4 Refer children to medical or allied health professionals as required. 1.5 Select and use appropriate baseline functional activity assessments, as required.
2. Plan movement session.	2.1 Determine type of training, training methods and equipment required to achieve movement program goals. 2.2 Identify and discuss the need for parent/carer assistance and/or attendance during the session. 2.3 Select suitable functional movement activities and games for active play to meet participant needs. 2.4 Determine instructional techniques appropriate to participants. 2.5 Develop and document movement session plans that incorporate consideration of precautions and instructional information.
3. Instruct movement session.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Provide clear exercise instructions and communicate benefits of movement and active play for participants and parents and/or carers. 3.3 Demonstrate movement techniques, activities or games including equipment where appropriate. 3.4 Monitor participation and provide children with assistance to perform movements, activities or games as required. 3.5 Select and use communication techniques that encourage a fun, interactive and inclusive environment for participation. 3.6 Monitor participation to ensure safety and optimise

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	effectiveness and enjoyment and modify as required. 3.7 Identify signs of intolerance during movement activity and modify or cease as appropriate. 3.8 Respond to children and parents and/or carers questions as required. 3.9 Complete movement session documentation.
4. Evaluate movement session.	4.1 Monitor and evaluate movement session at appropriate intervals. 4.2 Evaluate exercise session according to participant, parent or carer feedback, professional judgement and outcomes of sessions. 4.3 Review own performance and identify areas needing improvement. 4.4 Identify aspects needing further emphasis or attention in future sessions. 4.5 Evaluate program or activities and discuss modifications to future sessions with parent and/or carer. 4.6 Document and update records of evaluation and modification.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret organisational policies and procedures to determine and confirm roles and responsibilities in regards to movement program and supervision of children within the fitness facility or organisation.
Oral communication skills to:	• provide accurate information to children and parents and/or carers • interact with children and parents and/or carers in an appropriate manner • encourage participants in a manner appropriate to child's age and understanding.
Numeracy skills to:	• work within time schedules of facilities and program requirements • allow sufficient time for children to complete movement games or activities, whilst maintaining suitable timing of session.

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Planning and organising skills to:	• select and prepare appropriate movement repertoire, games and equipment for movement sessions suitable to the needs, coordination, size and abilities of young children.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT012 Instruct movement programs to children aged 5 to 12 years

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, document, implement and evaluate at least five suitable movement programs based around active play and promotion of movement experience for children
- conduct small group movement sessions that incorporate:
  - use of industry endorsed pre-exercise screening or assessment procedures for children prior to participation
  - functional movements, games and play that reflect appropriate developmental stages of children:
    - throwing
    - jumping
    - kicking
    - running
    - skipping
    - hopping
    - climbing
  - demonstration, explanation, and instruction of activities and games relevant to age group
  - suitable order and sequence of activities
  - appropriate session structure variations
  - suitable duration, intensity, volume
  - appropriate equipment, if applicable
  - appropriate music selection, where appropriate
  - developmental stages of children and adolescents and age variations in physical, mental and social abilities
  - movement correction, as required
- modify movement programs, addressing at least two of the following:
  - feedback received from children, parents and/or carers
  - signs and symptoms of intolerance
  - physical changes and health conditions
  - accommodation of the social changes that occur with children.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding specific population exercise participation:
  - working with children and vulnerable people
  - privacy
  - anti-discrimination
  - work health and safety/occupational health and safety
  - duty of care
- organisational policies and procedures in regards to specific population exercise participation:
  - overcrowding
  - ventilation and/or climate control
  - hygiene
  - emergency
  - standards of personal presentation
  - participant's clothing and footwear
  - use, care and maintenance of equipment
- industry endorsed client pre-exercise screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements for:
  - low-risk clients
  - moderate risk clients
  - higher risk clients
  - when there are extreme or multiple risk factors present and professional judgement to decide whether further medical advice is required identification of clients at high or higher risk of an adverse event occurring during exercise
  - physical activity and exercise intensity and frequency guidelines
- signs and symptoms of exercise intolerance and appropriate management strategies
- anatomy and physiology related to children:
  - thermoregulation
  - cardiovascular system
  - musculoskeletal system
  - nervous system
  - respiratory system
- principles of paediatric and exercise science to enable selection of exercises appropriate to participant characteristics and needs:
  - growth and maturation
  - coordination development and control

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    - stability
    - posture in children
    - fundamental skills
    - aerobic capacity
- stages of growth and development in children to enable effective planning of programs and selection of games or activities:
    - physical
    - social
    - emotional
- principles of exercise program design to enable development of a program for a specific age group
- signs and symptoms of injuries typical to children aged twelve years and under:
    - sprains
    - osteochondroses (severs, patellofemoral pain syndrome, legg-calve-perthes)
    - shoulder instability
    - joint hypermobility
- appropriate considerations for the selection of exercise repertoire relevant to stages of growth and development, age variation and risk of injury to participants incorporating:
    - contraindications and modifications
    - variations to provide different intensities
    - level of participant skill required
    - potential for combinations
- movement implications of age and stages of growth and development:
    - changes in growth rate
    - effect of exercise on:
        - growth and development
        - social development
        - coordination and motor development
        - behavioural change and social needs
    - physiological characteristics of the child through developmental stages
    - communication and instructional skill difficulties
    - movement requirements for different stages of development
- injury risks related to movement participation of children:
    - inadequate skill and physical preparation
    - overtraining
    - biomechanics and movement technique
    - physical and mental preparation
    - fatigue and recovery
- suitable alternative options to suggest to parents and/or careers in situations where the child:

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  - cannot participate safely
  - negatively affects the safety of other participants
  - has needs beyond the aims of the program
- motivational techniques suitable for children:
  - goal setting
  - positive feedback
  - foundation of play in session prescription.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment that offers a variety of appropriate services and facilities and equipment suitable for children.

Assessment must ensure use of:

- a variety of equipment appropriate for use by children, e.g. balls and skipping ropes
- organisational policies and procedures related to working with children
- manufacturer guidelines on equipment safety and usage
- industry endorsed risk stratification procedures
- session plan templates with space to identify modifications/adjustments needed
- an appropriate area for the delivery of movement programs
- participants; these can be:
  - participants in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT013 Instruct exercise to young people aged 13 to 17 years

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate exercise for young people aged thirteen to seventeen years. It requires the ability to supervise young people using fitness facilities and relevant equipment to promote functional capacity and fitness.

It involves using industry endorsed risk management protocols when determining the provision of suitable exercise services. This may include guidance from relevant medical or allied health professionals.

This unit applies to personal trainers who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work autonomously in controlled and uncontrolled fitness environments.

Work is performed according to relevant legislation including working with children or vulnerable people checks, and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	**PERFORMANCE** CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify fitness requirements.	1.1 Consider and discuss needs, expectations and preferences using suitable questioning techniques. 1.2 Review and advise participant and parent or carer of outcomes of pre-exercise health screening procedures. 1.3 Refer participant to medical or allied health professionals as required. 1.4 Select and use appropriate baseline functional capacity or fitness assessments, as required. 1.5 Identify potential barriers to participation. 1.6 Develop and document client profile for re-evaluation purposes.
2. Plan exercise session.	2.1 Determine type of training, training methods and equipment required to achieve participant goals. 2.2 Gain parent or carer consent for participation in specified exercise program. 2.3 Develop and document program plans that incorporate participant goals, abilities, and stage of growth and development within instructional information. 2.4 Develop customised training sessions that include a variety of exercises and equipment to meet participant needs.
3. Instruct exercise session.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Provide clear exercise instructions and confirm participant understanding. 3.3 Demonstrate exercises, techniques and equipment to participant. 3.4 Monitor participation and performance to identify signs of exercise intolerance and modify as required. 3.5 Select and use communication techniques that encourage and support participants. 3.6 Modify session as required considering basic mechanics, safety and fitness outcomes. 3.7 Respond to participants experiencing difficulties and answer questions as required. 3.8 Complete session documentation and progress notes.

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4. Evaluate exercise session.	4.1 Monitor and evaluate exercise session at appropriate intervals. 4.2 Evaluate exercise session according to participant, parent or carer feedback, professional judgement and outcomes of sessions. 4.3 Review own performance and identify areas needing improvement. 4.4 Identify aspects needing further emphasis or attention in future sessions. 4.5 Evaluate program or activities and discuss modifications to future sessions. 4.6 Document and update records of evaluation and modification.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• interpret equipment manufacturer guidelines to determine:
	  • appropriate use of equipment and facilities to instruct children and adolescents
	  • required adaptations to equipment, facilities or exercise to maximise safety, participation and enjoyment of sessions
	• comprehend organisational policies and procedures regarding roles and responsibilities in exercise prescription and supervision of children and adolescents within the fitness facility or organisation.

Oral communication skills to:	• provide accurate information to children, adolescents, and parents or carers • interact with children, adolescents and parents or carers in an appropriate manner • encourage children and adolescents to participate in an active lifestyle and exercise program.
Numeracy skills to:	• work within time schedules of facilities and program requirements.
Learning skills to:	• maintain knowledge of current industry methods of pre-exercise screening, baseline assessments of fitness and functional capacity and exercise training methods for children and adolescents.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT013 Instruct exercise to young people aged 13 to 17 years

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct age and skill appropriate baseline assessments:
  - functional motor skills
  - cardiovascular
  - strength
  - agility
  - flexibility
- plan, implement and evaluate at least five fitness programs for young people that reflect appropriate developmental stages, age and ability variations that incorporate:
  - appropriate selection and monitoring of a range of gym-based cardiovascular and resistance equipment, according to industry guidelines
  - demonstration, explanation, and instruction of exercises relevant to age group
  - suitable order and sequence of activities
  - session components that target the needs and goals of the individual
  - suitable duration, intensity, volume
  - appropriate music selection, where appropriate
  - developmental stages of children and adolescents and age variations in physical, mental and social abilities
  - monitoring of client intensity, techniques, posture and safety
  - technique correction
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding safe and appropriate conduct of exercise for children and young adolescents:

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  - work health and safety/occupational health and safety
  - duty of care
  - working with children and/or vulnerable people
  - privacy
  - anti-discrimination
- organisational policies and procedures in regards to:
  - industry endorsed risk management protocols, exercise implications and referral requirements
  - ventilation and/or climate control
  - hygiene
  - emergency
  - risk management
  - standards of personal presentation
  - participant's clothing and footwear
  - use, care and maintenance of equipment
  - equipment use and maintenance
  - client supervision
  - incident reporting
- exercise programming and progression principles:
  - FITT
  - overload
  - specificity
  - phasing
  - warm-up
  - conditioning
  - cool down
- health-related components of fitness:
  - cardiorespiratory endurance
  - muscular endurance
  - muscular strength
  - flexibility
  - body composition
- functional exercises for motor skills related to participant needs:
  - hopping, jumping, throwing, kicking, running, walking, skipping
  - agility, proprioception, balance, reaction time and speed based exercises
- purpose and use of gym equipment:
  - free weights
  - pin-loaded resistance equipment
  - skipping ropes
  - balls, including medicine and fit balls

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    - resistance bands
    - mats
    - cardiovascular equipment, for example treadmill and stepper
- anatomy and physiology related to children and adolescents:
    - thermoregulation
    - cardiovascular system
    - musculoskeletal system
    - nervous system
    - respiratory system
- principles of paediatric and exercise science to enable selection of exercises appropriate to participant characteristics and needs:
    - growth and maturation
    - coordination development and control
    - stability
    - posture in children
    - fundamental skills
    - aerobic capacity
- stages of growth and development in children and adolescents to enable effective planning of programs and selection of exercises:
    - physical
    - social
    - emotional
- exercise implications of age and stages of growth and development:
    - changes in growth rate
    - effect of exercise on growth and development
    - social development
    - physiological characteristics of the child through developmental stages
    - session structures for different ages and/or abilities
    - coordination and motor development
    - communication and instructional skill difficulties
    - behavioural change and social needs
    - exercise requirements for different stages of development
- signs and symptoms of major types of injuries typical to children and young adolescents:
    - sprains
    - osteochondroses (severs, patellofemoral pain syndrome, legg-calve-perthes)
    - shoulder instability
    - joint hypermobility
- injury risks related to exercise participation of children and young adolescents
- motivational techniques which incorporate:
    - goal setting

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  - positive feedback
  - foundation of play in exercise prescription
- signs and symptoms of exercise intolerance and appropriate management strategies
- the medical and allied health sector to enable appropriate recommendations or referrals be made to parents or carers.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment that offers a variety of appropriate services and facilities suitable for youth aged 13-17 years.

Assessment must ensure use of:

- a variety of equipment appropriate for use by children and young adolescents
- industry endorsed risk stratification procedures
- organisational policies and procedures related to working with children
- session plan templates with space to identify modifications/adjustments needed
- participants aged 13-17 years; these can be:
  - participants in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- manufacturer guidelines on equipment safety and usage.

Assessment activities that allow the individual to:

- use fitness industry endorsed risk stratification procedures and conduct baseline assessments suitable for adolescents aged 13 years and over:
  - functional motor skills, i.e. hopping, jumping, throwing, kicking, running, walking, skipping
  - cardiovascular endurance
  - muscle strength and endurance
  - agility
  - flexibility
  - body composition, if appropriate.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and

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- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT014 Instruct exercise to older clients

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate exercise for male clients aged forty five and over, and female clients aged fifty five and over. It requires the ability to provide instruction of exercise programs aimed at improving health and fitness for older clients, with consideration of aspects of healthy ageing. It also covers promotion of incidental physical activity to clients to minimise the risk of developing sedentary lifestyle behaviours. It involves using industry endorsed risk stratification procedures when determining the provision of suitable advice and referral requirements.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment.

Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client fitness requirements.	1.1 Consider and confirm client needs, expectations and preferences using suitable questioning techniques. 1.2 Review and advise client of outcomes of pre-exercise health screening procedures. 1.3 Refer client to medical or allied health professionals as required. 1.4 Select and use appropriate baseline functional capacity or fitness assessments, as required. 1.5 Identify common barriers to exercise participation by older clients. 1.6 Recognise and explain benefits of exercise for older populations and the role of exercise in reducing risks associated with ageing. 1.7 Receive guidance from medical or allied health professionals for exercise participation, as required. 1.8 Develop and document client profile for re-evaluation purposes.
2. Develop program plans.	2.1 Identify settings and program considerations that support safe and sustainable exercise participation for older clients. 2.2 Determine type of training, training methods and equipment required to achieve client goals. 2.3 Develop and document program plans that incorporate instructional information and guidance from medical or allied health professionals if required. 2.4 Explain benefits of exercise and anticipated structural and physiological adaptations as they relate to client goals and needs. 2.5 Develop customised training sessions that include a variety of exercises and equipment to meet client needs. 2.6 Discuss and confirm client understanding of potential signs and symptoms of intolerance contraindications to exercise and recommended precautions.
3. Instruct exercise session.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Provide clear exercise instructions and confirm client understanding. 3.3 Demonstrate exercises, techniques and equipment to

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	client.
	3.4 Explain any precautions for exercise relevant to client age, ability and risk status.
	3.5 Monitor participation and performance to identify signs of exercise intolerance and modify as required.
	3.6 Monitor client intensity, techniques, posture and safety, and modify program as required.
	3.7 Seek ongoing guidance from, or refer client to, medical or allied health professionals, as appropriate.
	3.8 Select and use communication techniques that encourage and support clients.
	3.9 Modify session as required considering basic mechanics, safety and fitness outcomes.
	3.10 Respond to clients experiencing difficulties and answer questions as required.
	3.11 Complete session documentation and progress notes.
4. Evaluate program.	4.1 Monitor and evaluate exercise program at appropriate intervals.
	4.2 Provide written and verbal feedback to medical or allied health professionals, as required.
	4.3 Request and respond to feedback from clients.
	4.4 Review own performance and identify areas needing improvement.
	4.5 Identify aspects needing further emphasis or attention in future sessions.
	4.6 Evaluate program or activities and discuss modifications to program.
	4.7 Document and update records of evaluation and modification of programs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret and evaluate pre-exercise screening and baseline assessment results.
Oral communication skills to:	• explain course of action, including referral and fitness services, as required.

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Numeracy skills to:	• use heart rate calculations or other monitoring techniques during training, where relevant • use body mass index calculations during pre-exercise screening, where relevant.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT014 Instruct exercise to older clients

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least five hours comprising at least five different client contact sessions and:

- use industry endorsed pre-exercise screening tools and risk stratification processes to identify the risk level of at least ten older clients
- prepare referral letters to relevant medical or appropriate allied health professionals with supporting pre-exercise health screening documentation for at least two older clients
- plan, document, implement and evaluate suitable exercise programs within scope of practice for older clients:
  - three clients that don’t require guidance or instruction provided by medical or allied health professionals
  - two clients in response to guidance or instruction provided by medical or allied health professionals
- conduct sessions that incorporate:
  - appropriate selection and monitoring of a range of equipment appropriate for the client’s functional ability, according to industry guidelines
  - demonstration, explanation, and instruction of exercises
  - injury prevention strategies specific to client needs and to minimise the risk of falls
  - suitable order and sequence of activities
  - session components that target the needs and goals of the individual
  - suitable duration, intensity, volume
  - ongoing clear and constructive feedback to clients and, where required, medical or allied health professionals
  - use of evidence based exercise adherence strategies
  - minimise the risk of falls
  - variations and structure suitable to the needs of the older client
  - provision of hydration and rest opportunities as required
  - explanation of the role of exercise and incidental physical activity in prevention of chronic diseases and functional decline that may or may not be associated with ageing and reducing the risk of falls
- modify programs for clients, addressing at least three of the following:
  - technical requirements

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  - changing needs due to fitness adaptations
  - changing goals
  - client needs, objectives, likes and dislikes
  - technical difficulty adjustments of exercises
  - medical or allied health professional feedback
- conduct periodic ongoing evaluation of outcomes from fitness programs in accordance with the established program goals and industry best practice.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding specific population exercise participation:
  - privacy
  - anti-discrimination
  - work health and safety/occupational health and safety
  - duty of care
- organisational policies and procedures in regards to specific population exercise participation:
  - industry endorsed risk management protocols, exercise implications and referral requirements
  - overcrowding
  - ventilation and/or climate control
  - hygiene
  - emergency
  - standards of personal presentation
  - participant’s clothing and footwear
  - use, care and maintenance of equipment
- precautions to exercise relevant to the older adults in accordance with industry guidelines where applicable
- signs and symptoms of exercise intolerance and appropriate management strategies
- situations where cessation of exercise program is required, this may include but is not limited to:
  - chest pain at rest or during activity
  - severe breathlessness/feeling faint/dizziness/loss of balance
  - unusual fatigue or shortness of breath
  - asthma aggravation/attack
  - significant muscle, bone or joint pain (beyond what is normally expected during exercise)

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    - situation whereby the fitness professional makes a judgement that continuing the session is beyond their professional capabilities and scope of practice, and could potentially compromise client health and safety
- role of medical or allied health professionals for referral processes:
    - accredited exercise physiologist
    - accredited practising dietician
    - chiropractor
    - continence nurse advisor
    - general practitioner
    - occupational therapist
    - osteopath
    - physiotherapist
    - podiatrist
    - psychologist
    - remedial massage therapist
    - sports doctor
- typical anatomical and physiological considerations for older adults
- common barrier to exercise participation:
    - perceived versus actual barriers
    - initial low fitness level
    - time and access to facilities
    - self-consciousness in client
- methods to overcome barriers to exercise adherence:
    - goal setting
    - feedback
    - healthy habits
- health-related components of fitness:
    - body composition
    - flexibility
    - muscle strength
    - muscle endurance
    - cardiovascular endurance
- awareness of major types of injuries or conditions that may present in older clients that may require referral to a relevant medical or appropriate allied health professional:
    - sprains
    - musculoskeletal
    - cardiovascular
    - respiratory
    - other
- importance of strength and balance training in falls prevention

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- exercise considerations in regards to the following components of ageing process, injuries and conditions:
  - physiological
  - biomechanical
  - psychological
  - behavioural change and social needs
  - lifestyle and cultural
  - general population characteristics
- awareness of the following injury risks or considerations that may be related to older clients:
  - inadequate skill and physical preparation
  - overtraining
  - biomechanics and exercise technique
  - physical and mental preparation
  - poor core and postural awareness
  - fatigue and recovery
  - history of falls
  - incontinence
- benefits of exercise related to older populations:
  - increased muscle mass
  - maintenance of bone health
  - joint health
  - minimising fat levels to prevent disease
  - improved ability to function in everyday tasks and reduced risk of functional decline that is often associated with ageing
  - prevention of chronic disease related to sedentary lifestyles and ageing
  - reduced risk of falls
- concepts of healthy ageing
- risks of leading a sedentary ageing lifestyle:
  - falls
  - low bone density
  - cardiovascular deficiency.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

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- organisational policies and procedures related to older clients
- manufacturer guidelines on equipment safety and usage.

Assessment must ensure use of:

- a variety of equipment appropriate for use by older clients
- industry endorsed risk stratification procedures
- session plan templates with space to identify modifications/adjustments needed
- older clients; these can be:
  - older clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- develop a variety of exercise programs for older clients over a period of time, ensuring adequate time to allow for the implementation of required modifications
- provide advice regarding fitness services and facilities for older clients
- complete and update client records:
  - pre-exercise screening documents
  - program as prescribed
  - modifications
  - client consent
  - copies of any communications.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT015 Collaborate with medical and allied health professionals in a fitness context

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify situations and conditions requiring guidance from, or the need to work with, medical or allied health professionals. This unit requires the ability to undertake referrals, and interpret and implement instructions from medical or allied health professionals to ensure appropriate exercise planning and delivery within industry endorsed scope of practice.

This unit applies to personal trainers who require guidance from an appropriate medical or allied health professional following industry endorsed pre-exercise screening and risk stratification, or resulting from professional judgement.

These individuals typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Refer to medical or allied health professional.	1.1 Analyse client pre-exercise screening, risk stratification, and relevant fitness testing results. 1.2 Collect relevant health information from client as required. 1.3 Identify need for referral and guidance from medical practitioner or appropriate allied health professional. 1.4 Determine appropriate medical or allied health professional for client referral. 1.5 Obtain informed consent from client for the purpose of sharing client information with health professionals, including referrals. 1.6 Conduct referral in accordance with industry endorsed referral procedures.
2. Receive and respond to referrals.	2.1 Receive guidance from medical or allied health professional. 2.2 Seek verbal or written clarification from medical or allied health professional, if required. 2.3 Clarify recommendations with client and answer queries as required.
3. Deliver and monitor client fitness program.	3.1 Deliver exercise in accordance with guidance received from medical or allied health professional, within industry endorsed scope of practice. 3.2 Monitor client responses to exercise and make appropriate adjustments as required. 3.3 Respond to signs and symptoms of exercise intolerance and take appropriate action within scope of practice. 3.4 Refer client to appropriate medical practitioner or allied health professional if required.
4. Report on client progress.	4.1 Maintain records of client participation and progress. 4.2 Provide feedback to relevant medical or allied health professional in a timely manner using industry endorsed referral reporting procedures. 4.3 Receive further guidance from medical or allied health professional and modify exercise program and delivery as required. 4.4 Provide feedback to client on progress and any recommended adjustments to exercise program.

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5. Maintain client records.	5.1 Identify and record information for communication and reporting to relevant medical or allied health professionals. 5.2 Update and maintain current client.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret and analyse pre-test screening, referral letters, requests and other relevant health information to determine implications for client exercise participation.
Writing skills to:	• prepare referral letters using appropriate industry terminology, and inclusion of relevant information from client consultation, as required.
Oral communication skills to:	• clarify information collected from client with medical or allied health professional if required • determine participant preferences and offer suitable products under the guidance of a medical or allied health professional.
Numeracy skills to:	• use heart rate calculations or other monitoring techniques during training, where relevant • use body mass index calculations during pre-exercise screening, where relevant.
Learning skills to:	• maintain knowledge of roles of medical and allied health professional suitable for referral of clients.
Initiative and enterprise skills to:	• develop professional working relationships with medical or allied health professionals to be able to seek guidance on client needs and refer clients beyond the scope of practice of a personal trainer.
Planning and organising skills to:	• select and prepare appropriate exercise repertoire and equipment for exercise sessions under guidance of a medical or allied health professional.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SISFFIT015 Collaborate with medical and allied health professionals in a fitness context

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare referral letters for at least ten clients across a range of the following appropriate medical or allied health professionals when guidance and feedback is required regarding exercise participation:
  - accredited exercise physiologist
  - accredited practising dietician
  - chiropractor
  - continence nurse advisor
  - general practitioner
  - occupational therapist
  - osteopath
  - physiotherapist
  - podiatrist
  - psychologist
  - remedial massage therapist
  - sports physician
- deliver at least five suitable exercise programs in response to guidance or instruction provided by medical or allied health professionals
- maintain and store the following professional records:
  - parental or guardian consent, if relevant
  - pre-exercise screening results
  - other client health information
  - client informed consent
  - documented guidance provided by medical or allied health professional
  - clinical test results, as required
  - fitness test results, as required
  - exercise program
  - client participation

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- provide ongoing clear and constructive feedback to clients and medical or allied health professionals, in a timely manner and in accordance with industry endorsed referral and communication reporting procedures including:
  - client health and fitness status
  - program progress
  - questions and concerns, if any
  - client response to exercise
  - client goals.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding:
  - privacy
  - anti-discrimination
  - work health and safety/occupational health and safety
  - duty of care
  - business licenses and practices
  - consumer protection
  - civil liability law
- organisational policies and procedures in regards to:
  - industry endorsed risk management protocols, exercise implications and referral requirements
  - confidentiality
  - privacy
  - recording client information
  - hygiene
  - emergency
  - standards of personal presentation
  - participant's clothing and footwear
  - use, care and maintenance of equipment
- industry endorsed risk stratification procedures, exercise implications and referral requirements for:
  - low-risk clients
  - moderate risk clients
  - higher risk clients
  - when there are extreme or multiple risk factors present and professional judgement to decide whether further medical advice is required identification of clients at high or higher risk of an adverse event occurring during exercise
  - physical activity and exercise intensity and frequency guidelines

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- role of medical or allied health professionals and their areas of expertise to enable appropriate and timely referrals for clients:
  - sports physician
  - registered general practitioner
  - registered physiotherapist
  - accredited exercise physiologist
  - occupational therapist
  - remedial massage therapist
  - registered chiropractor
  - registered osteopath
  - podiatrist
  - accredited practising dietician
  - registered psychologist
  - continence nurse advisor
- the Health Practitioner Regulation National Law, Australian Health Practitioner Regulation Agency (AHPRA) and searchable practitioner registers
- risk factors requiring client referral in accordance with industry endorsed pre-exercise screening and risk stratification processes
- signs and symptoms of exercise intolerance or medical conditions requiring referral to appropriate medical practitioner or allied health professional, this may include but is not limited to:
  - chest pain at rest or during activity
  - severe breathlessness/feeling faint/dizziness/loss of balance
  - unusual fatigue or shortness of breath
  - asthma aggravation/attack
  - significant muscle, bone or joint pain (beyond what is normally expected during exercise)
  - recent rapid weight change
  - frequent or persistent headaches
  - visual problems such as diploplia or visual aura
  - balance or coordination deficit
  - a situation whereby the fitness professional makes a judgement that continuing the session is beyond their professional capabilities and scope of practice, and could potentially compromise client health and safety.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated fitness industry environment that offers a variety of services and facilities suitable for working collaboratively with medical and allied health professionals.

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Assessment must ensure use of:

- a variety of equipment appropriate for use by clients
- industry endorsed screening and risk stratification procedures
- session plan templates with space to identify modifications/adjustments needed
- learning and assessment tools validated by an accredited/registered allied health professional with at least two consecutive years' experience in clinical practice
- clients and medical or allied health professionals for referral processes; these can be:
  - clients, and medical or allied health professionals in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- industry endorsed scope of practice.
- manufacturer guidelines on equipment safety and usage
- organisational policies and procedures related to working with medical and allied health professionals.

Assessment activities that allow the individual to:

- deliver a variety of exercise programs for clients where the personal trainer requires guidance from a medical or allied health professional to work within scope of practice
- deliver programs over a period of time, ensuring adequate time to allow for the implementation of required modifications
- complete and update client records:
  - pre-exercise screening documents
  - program as prescribed
  - modifications
  - client consent
  - copies of any communications.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors; and

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT016 Provide motivation to positively influence exercise behaviour

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to promote exercise and incorporate behaviour change strategies into fitness instruction, programming and provision of fitness advice.

This unit applies to personal trainers who work in controlled and uncontrolled environments. These individuals typically work independently with some level of autonomy. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Consolidate understanding of behaviour change	1.1 Source and access information on motivation and behaviour change relevant to fitness outcomes. 1.2 Use knowledge of motivation and behaviour change in

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strategies.	day-to-day professional practice. 1.3 Discuss/explain how understanding of motivation and behaviour change contribute to client commitment and confidence. 1.4 Use a wide range of motivation and behaviour change relevant to fitness outcomes.
2. Apply knowledge to own professional practice.	2.1 Assess ways in which knowledge of motivation and behaviour change may be used, adapted or challenged in instruction and provision of fitness advice. 2.2 Identify current and emerging knowledge of motivation and behaviour change relevant to development of own professional practice. 2.3 Modify approach to fitness programming activities and advice as required.
3. Maintain and update knowledge of motivation and behaviour change.	3.1 Identify and use opportunities to update and expand own knowledge of motivation and behaviour change. 3.2 Monitor response to changes made to own professional practice or instruction. 3.3 Continue to adjust own practice to optimise results.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• source and comprehend often complex motivation and behaviour change information.

Oral communication skills to:	• provide guidelines and suggestions tailored to client to increase incidental physical activity and adhere to regular exercise program
	• use open and closed probe questioning with clients to:
	  • discuss client needs, expectations and goals
	  • acquire information about current exercise behaviour, attitude, perceived barriers to exercise and determinants of exercise adherence
	  • determine level of motivation, commitment and confidence to make positive fitness changes.

Problem-solving skills to:	• make connections between own practice and conclusions drawn from information about principles of behaviour change.

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Planning and organising skills to:	• determine lifestyle modifications and strategies to promote behaviour changes and modifications.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT016 Provide motivation to positively influence exercise behaviour

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least three hours comprising at least three different client contact sessions and:

- use knowledge of exercise behaviour change strategies to improve own instructional practice to improve exercise adherence of clients:
  - collect information from each client regarding attitude towards exercise:
    - belief systems and values
    - client expectations
    - coping techniques
    - social support systems
    - stage of readiness for change
    - perceived barriers to exercise participation and adherence
  - implement behaviour change models
  - provide guidance relevant to client characteristics
  - consider personal and situational factors
- motivate clients during exercise programs using:
  - principles of goal setting
  - arousal control techniques
  - positive feedback.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures in relation to:
  - work health and safety/occupational health and safety
  - confidentiality of client information
  - ethical considerations
- strategies to promote exercise behaviour change:
  - contracting
  - prompts

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  - reinforcement
  - perceived choice
  - feedback
  - rewards
  - self-monitoring
  - goal setting
  - social support
  - decision balance sheet
  - physical setting
  - exercise variety
  - minimised discomfort and injury
  - group training
  - enjoyment
  - periodic fitness and health assessment
  - progress charts
- components of motivation to enable effective assessment of progress:
  - direction of effort
  - intensity of effort
  - persistence of behaviour
- role of intrinsic and extrinsic motivation in exercise behaviour
- methods of evaluating self-motivation, self-efficacy and stages of change
- personal and situational factors that may affect behaviour and/or exercise adherence:
  - family, cultural and social situation
  - habits
  - lifestyle
  - personality
  - self concept
- stages of change:
  - pre-contemplation
  - contemplation
  - preparation
  - action
  - maintenance
  - relapse
- principles of goal setting:
  - short, medium and long term goals
  - SMART goals
  - outcome, process and performance goals
  - goal achievement strategies
  - goal support

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  - evaluation and feedback
  - recording goals
- arousal control techniques:
  - anxiety management
  - progressive relaxation
  - stress management
  - visualisation
  - self-talk
- common barriers to exercise participation:
  - perceived versus actual barriers
  - initial low fitness level
  - time and access to facilities
  - self-consciousness in client
- methods of collecting information about client's attitude towards exercise
- scope of practice for a personal trainer.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- motivation and behaviour change information and resources.

Assessment must ensure use of:

- planning and evaluation templates with space to identify improvements to professional practice
- client record forms:
  - appropriate documentation suitable for acquiring client information regarding exercise and lifestyle factors
  - appropriate documentation for goal setting and monitoring of client progress and changes
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

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- demonstrate ability to incorporate motivation and behaviour change knowledge into the instruction of sessions, catering for:
  - beginners, intermediate and advanced participants
- improve client exercise adherence and motivate clients within industry realistic timeframes.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT018 Promote functional movement capacity

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assess client movement and exercise capacity and develop an appropriate exercise program. It requires the use of functional movement knowledge in day-to-day professional practice to encourage healthy posture, effective movement patterns and safe exercise technique for clients.

This unit applies to personal trainers who offer exercise programs to improve functional movement for general populations, including older adults and young people. These clients are those with no unstable health conditions, pain or injury as identified through industry endorsed pre-exercise screening and risk stratification protocols.

This unit does not apply to the provision of postural assessment, advice or treatment for an injury, disease or condition. The personal trainer is expected to refer clients requiring guidance, advice or treatment to an appropriate allied health professional.

This unit applies to personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Consolidate understanding of functional movement.	1.1 Source and access information on functional movement relevant to fitness outcomes in line with accepted movement and exercise technique standards. 1.2 Use knowledge of functional movement in day-to-day professional practice. 1.3 Discuss/explain how understanding of functional movement contributes to safe/optimum technique and skill development. 1.4 Use a wide range of functional movement terminology relevant to injury prevention and fitness outcomes.
2. Inform clients of importance of functional movement.	2.1 Review pre-exercise health screening, risk stratification, and health assessment procedures as required. 2.2 Discuss client health-related goals and acquire additional client information as required. 2.3 Refer client to a medical or allied health professional as required. 2.4 Discuss importance of identifying postural variances and explain relationship between posture and injury prevention to clients. 2.5 Provide information about common causes of poor posture and movement capacity to client. 2.6 Inform clients of legal and ethical limitations of a personal trainer.
3. Recognise and analyse client functional movement.	3.1 Provide clear and accurate instruction and demonstration during relevant movements and exercises. 3.2 Explain the importance of functional movement and correct technique and dynamic posture during exercise. 3.3 Observe functional movement, range of movement and exercise capacity to identify any joint mobility or movement restrictions. 3.4 Observe strength and muscle activation outputs to identify any muscle activation concerns and/or strength limitation or imbalance. 3.5 Observe and record any client balance, stability or coordination limitations. 3.6 Monitor participation and performance to identify ineffective movement patterns and exercise technique. 3.7 Determine need for further evaluation and seek guidance

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	from an appropriate allied health professional as required. 3.8 Document observations and discuss with client.
4. Consider static posture.	4.1 Apply understanding of postural mechanisms and symptoms of poor posture to client observation and consultation. 4.2 Observe client static posture and identify issues that may be relevant in a dynamic setting. 4.3 Identify and document joints, muscles and connective tissues that would benefit from functional exercise strategies. 4.4 Seek guidance from an appropriate allied health professional as required.
5. Implement functional exercise strategies.	5.1 Develop strategies to promote functional movement, exercise performance and reduce likelihood of injury. 5.2 Advise client of exercises or activities that are contraindicated or may further exacerbate any postural variance. 5.3 Modify client exercise technique and dynamic posture as required. 5.4 Seek guidance from an appropriate allied health professional as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Oral communication skills to:	• use active listening and open and closed probe questioning to:
	  • elicit information from clients about their needs and expectations
	  • consult with clients about functional movement activities
	  • clarify screening information provided by clients.

Learning skills to:	• reflect on results and redesign new approaches to exercise as relevant for client.
Problem-solving skills to:	• interpret and critically analyse client functional movement • determine referral requirements after reviewing pre-exercise health screening information and as a result of functional movement observations.
Teamwork skills to:	• collaborate with various professionals and client in order to establish and follow through with the most appropriate functional exercise strategies for the client, if required.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISFFIT018 Promote functional movement capacity

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least eight hours comprising at least five different client contact sessions, and:

- observe and analyse functional movement capacity for at least five clients in line with accepted movement and technique standards incorporating the following for each client:
  - at least three functional movements
  - movement and exercise observation in the following movement patterns and scenarios:
    - push
    - pull
    - squat
    - lunge
    - rotate
    - overhead press
    - overhead pull
    - with and without equipment
    - loaded and unloaded
  - identification of joint mobility or movement restrictions against typical range of movement for major joint complexes, with consideration of:
    - joint movement
    - muscle action
    - passive range
    - active range
    - functional range
    - joint and muscle interactions
  - stability of major joint complexes, relevant to the client's needs, level of risk and experience
  - balance and coordination, relevant to the client's needs, level of risk and experience
  - a variety of functional movement measurement tools to support dynamic posture analysis:
    - flexometer
    - goniometer

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    - plumb line
    - grid
    - plurimeter
    - pressure biofeedback unit
    - photographic technology
    - video analysis
    - tape measure
- identify each client's capacity to activate and achieve good muscle function in all of the following muscle groups, using at least three muscle activation exercises per client:
    - core abdominals
    - glutes
    - hamstrings
    - hip flexors
    - rotator cuff
    - chest
    - back
- modify incorrect client exercise technique and poor dynamic posture of at least three clients
- explain and document functional movement observations and encourage a healthy posture for all clients:
    - identified posture, movement, strength and neuromuscular deviations, limitations and imbalances
    - significance of results for exercise programming, technique and prevention of injury
    - precautions to exercise relevant to functional movement observations and client risk status, in accordance with industry guidelines or guidance from medical or allied health professionals where applicable
- recommend appropriate exercise strategies to clients to promote functional movement and reduce the likelihood of injury, in accordance with functional movement observations and client risk status, including the following strategies:
    - flexibility
    - functional strength training
    - proprioception development
    - education to develop correct exercise techniques or daily living postures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative obligations and organisational policies and procedures in relation to:
    - duty of care
    - work health and safety/occupational health and safety
    - confidentiality of client information

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    - professional ethics
    - appropriate collection and storage of client information
- the relationship between injury, injury prevention and the following postural variances:
    - structural and functional variances
    - kyphosis
    - rounded shoulders
    - winging of scapula
    - increased or decreased lordosis
    - excessive posterior or anterior pelvic tilt
    - scoliosis
    - genu varum or genu valgum
    - increased pronation of foot or ankle complex
    - increased supination of foot or ankle complex
    - hyperextension of knees
    - lateral tilt of pelvis or head
    - forward head posture
    - rotated patella
- ideal postural alignment:
    - normal spinal curves
    - straight line running though:
        - ear lobe
        - anterior shoulder joint
        - vertebral bodies of L1-5
        - posterior hip joint
        - anterior knee joint
        - anterior ankle joint
        - transverse abdominus
        - pelvic floor muscles
- relationship of poor posture and risk of injury and muscular deficits:
    - diminished muscle strength or endurance
    - increased muscle tension/tone
    - limited flexibility
    - limited function
- postural influences affecting dysfunctional movement patterns and exercise technique
- typical range of movement for major joint complexes
- deviations in posture or functional limitations at commencement, during, at completion of exercise or movement:
    - asymmetrical muscle tone
    - spinal curvature – lordosis, kyphosis, scoliosis
    - scapula setting:

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        - winging of scapula
        - anterior tipping/tilting
        - upward/downward rotation
    - pelvis position:
        - anterior/posterior
        - rotation
    - knee alignment:
        - varus/valgus
    - foot alignment:
        - internal/external rotation
        - pronation/supination
    - forward head
    - sitting/standing/supine
    - locomotive gait – walking, jogging, running
- role of muscles in contractions:
    - agonist/prime mover
    - antagonist
    - fixator
    - assistor/synergist
- causes of poor posture:
    - congenial abnormalities of the musculoskeletal system
    - poor muscle strength
    - poor muscle endurance
    - muscle imbalance
    - lack of mobility
    - damage to bony structures
    - damage to connective tissue including ligaments and cartilage
- muscle activation, correct execution, and teaching points for primal functional movement patterns:
    - push
    - pull
    - squat
    - lunge
    - rotate
    - overhead press
    - overhead pull
- role of muscle activation in functional movement and exercise performance:
    - muscle sensory reception
    - reciprocal inhibition
- normal range of movement for major joint complexes

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- characteristics of balance and balance exercise:
  - base of support
  - centre of gravity
  - limits of stability
  - components of balance maintenance
  - variation of stance
  - variation of surfaces or equipment
  - balance disturbance
  - progression of balance exercises
- characteristics of coordination and agility:
  - fine motor skills
  - gross motor skills
  - hand-eye skills
  - progression of coordination or agility exercises
- changes to centre of gravity caused by:
  - pregnancy
  - overweight
  - inappropriate footwear
  - behaviours
  - work practices
  - sport or leisure activities
- industry endorsed scope of practice for a personal trainer
- industry endorsed pre-exercise screening and risk stratification protocols
- role of medical or allied health professionals for referral or guidance
- reasons for referral to an appropriate medical or allied health professional:
  - pain upon presentation to initial session/induction
  - history of uncontrolled/unresolved pain
  - abnormal/inconsistent pain patterns which may point towards a pathology
  - pain during movement or exercise
  - static postural deviations
  - an inability to correct static or dynamic posture
  - restricted joint range of movement, strength imbalance or balance, stability or coordination concern that is limiting function
  - a diagnosed muscle, bone or joint problem with medical or allied health advice that the problem could be made worse by participating in physical activity/exercise
  - identified through industry endorsed pre-exercise screening and risk stratification.

Assessment Conditions

Skills must be demonstrated in:

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- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to functional movement observation and improvement
- industry endorsed risk stratification procedures.

Assessment must ensure use of:

- a variety of appropriate equipment to demonstrate and observe functional movement patterns, dynamic posture, joint range of movement, muscle activation and strength, balance, stability and coordination:
  - flexometer
  - goniometer
  - plumb line
  - grid
  - plurimeter
  - tape measure
- client record forms
- documented plans with inclusion of identified modifications/adjustments needed
- photographic technology
- video analysis
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- observe multiple clients functional movement, identify issues and provide functional exercise strategies within the scope of practice.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors; and

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

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SISFFIT019 Incorporate exercise science principles into fitness programming

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to incorporate an understanding of exercise science principles into fitness instruction, programming and provision of fitness advice.

This unit applies to the use of physiological and mechanical principles in training to improve the health- and skill-related components of fitness of clients who have recently completed industry endorsed pre-exercise screening and risk stratification procedures.

This unit applies to personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element.
1. Consolidate understanding of exercise science principles.	1.1 Source and access information on exercise science principles relevant to fitness outcomes. 1.2 Discuss/explain how understanding of exercise science principles contribute to safe/optimum technique and skill development. 1.3 Use a wide range of terminology relevant to exercise science principles and fitness outcomes.
2. Apply knowledge to own professional practice.	2.1 Assess ways in which knowledge of exercise science principles may be used, adapted or challenged in instruction and provision of fitness advice. 2.2 Identify current and emerging knowledge of exercise science principles relevant to development of own professional practice. 2.3 Use knowledge of exercise science principles in day-to-day professional practice. 2.4 Modify approach to fitness programming activities and advice as required.
3. Maintain and update knowledge of exercise science principles.	3.1 Identify and use opportunities to update and expand own knowledge of exercise science principles. 3.2 Monitor response to changes made to own professional practice or instruction. 3.3 Continue to adjust own practice to optimise results.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• provide clients with information related to exercise in a manner which they can understand and implement to their exercise sessions.
Numeracy skills to:	• calculate forces and implement basic biomechanical concepts and mathematical equations • interpret how equipment and body position can be changed to alter the forces applied to the body.
Learning skills to:	• ensure application of up-to-date exercise science principles.
Problem-solving skills to:	• accommodate the changing anatomical and physiological responses of the body to exercise programming and

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	instruction • determine how equipment and body position can be changed to alter the forces applied to the body.
Planning and organising skills to:	• develop exercise programs that incorporate complex understanding of the anatomical and physiological adaptations that occur from different types of exercise.

Unit Mapping Information

SISFFIT419A Apply exercise science principles to planning exercise

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT019 Incorporate exercise science principles into fitness programming

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least five hours comprising at least five different client contact sessions in a mixture of controlled and uncontrolled environments, and:

- effectively use knowledge of exercise science principles to improve own instructional practice to plan and instruct at least five different client sessions
- conduct sessions that individually or cumulatively incorporate:
  - a variety of exercises which are targeted at health- and skill-related components of fitness, for achieving improvements and adaptations in:
    - muscle contractility and force
    - bone strength
    - nervous system activation
    - submaximal and resting heart rates
    - cardiovascular system adaptations
  - variations of exercise
  - with and without equipment
  - exercises to change:
    - joint action
    - stabilisation of the body
    - forces which act on the body during exercise
  - variations in the contribution of energy from three different energy systems
  - consideration of:
    - musculoskeletal anatomy and physiology
    - mechanical principles
    - physiology concepts.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures in relation to:
  - work health and safety/occupational health and safety

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  - confidentiality of client information
  - ethical considerations
- industry endorsed client pre-exercise health screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements
- the physiology related to achieving improvements in the following health-related components of fitness:
  - body composition
  - flexibility
  - muscle strength
  - muscle endurance
  - cardiorespiratory endurance
- the physiology related to achieving improvements in the following skill-related components of fitness:
  - balance
  - agility
  - power
  - speed
  - reaction time
  - coordination
  - proprioception
- musculoskeletal anatomy and physiology related to achieving improvements in fitness:
  - structure and function of the skeleton
  - joints in the skeleton
  - cellular structure of muscle fibres
  - sliding filament theory
  - effects of different types of exercises on muscle fibre types
  - muscle attachment sites for the major muscles of the body
  - structure, range of motion and function of muscles, muscle groups and directional terms
  - location and function of skeletal muscle involved in physical activity
  - anatomical axis and planes with regard to joint actions and different exercises
  - joint actions brought about by specific muscle group contractions
  - joints/joint structure with regard to range of motion/movement and injury risk
  - joint movement potential and joint actions
  - the specific roles of the nervous system in controlling skeletal muscle:
    - the central nervous system
    - the peripheral nervous system including somatic and autonomic nervous systems
  - nervous control and transmission of a nervous impulse
  - structure and function of a neuron

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  - role of a motor unit
  - function of muscle proprioceptors and the stretch reflect
  - reciprocal inhibition and its relevance to exercise
  - the neuromuscular adaptations associated with exercise training
  - the benefits of improved neuromuscular coordination/efficiency to exercise performance
- concepts and principles of mechanics relevant to fitness:
  - forces which act on the body during exercise
  - common biomechanical terms
  - lever system in the body
  - structure and function of the stabilising ligaments and muscles of the spine
  - the local muscle changes that can take place due to insufficient stabilisation
  - the potential effects of poor posture on movement efficiency
  - the potential problems that can occur as a result of postural deviations
  - the benefits, risks and applications of the following types of stretching: static (passive and active) and dynamic
  - proprioceptive neuromuscular facilitation (PNF)
  - different exercises that can improve posture
- concepts and principles of the physiology of the body in relation to fitness:
  - the function of heart valves
  - coronary circulation
  - short and long term effects of exercise on blood pressure
  - the effects of exercise on bones and joints including the significance of weight bearing exercise
  - delayed onset muscle soreness (DOMS)
  - exercises or techniques likely to cause delayed onset muscle soreness
  - the short and long term effects of different types of exercise on muscle
  - the benefits and limitations of different methods of monitoring exercise intensity including: talk test, rate of perceived exertion
  - heart rate monitoring and the use of different hear t rate zones
  - physiological responses to physical activity in various environmental conditions
- the expected physiological responses, and appropriate action, to:
  - a single bout of exercise
  - physical activity in various environmental conditions
  - long term exercise programs
- scope of practice for a personal trainer.

Assessment Conditions

Skills must be demonstrated in:

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- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- current industry endorsed best practice for client pre-exercise health screening and risk stratification
- organisational policies and procedures relevant to incorporating exercise science principles into fitness programming.

Assessment must ensure use of:

- informed consent forms
- client record forms
- planning and evaluation documentation with inclusion of identified improvements to professional practice
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- demonstrate ability to incorporate exercise science principles into the instruction of sessions catering for:
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT020 Instruct exercise programs for body composition goals

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design exercise plans and programs to change and maintain desired and realistic body composition of clients.

It applies to exercise programs aimed at health-related components of fitness, with particular attention to body composition. This unit does not directly apply to provision of healthy eating information regarding body composition goals, however it does cover the calculation of energy expenditure to enable planning and instruction of appropriate programs to achieve identified goals.

This unit applies to the planning of programs for clients who have completed industry endorsed pre-exercise screening and risk stratification procedures.

This unit applies to personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client body composition requirements.	1.1 Consider and confirm client body composition goals, expectations and preferences using suitable questioning techniques. 1.2 Review and advise client of outcomes of pre-exercise health screening procedures. 1.3 Refer client to medical or allied health professionals as required. 1.4 Identify potential barriers to achieving needs and goals. 1.5 Provide information to client on the relationship between healthy eating, exercise and health. 1.6 Determine daily energy expenditure of client. 1.7 Measure body composition of client using anthropometric standards. 1.8 Develop and document client profile for re-evaluation purposes.
2. Develop exercise plan to improve body composition.	2.1 Determine type of training, training methods and equipment required to achieve client body composition goals. 2.2 Develop client personalised strategies to increase exercise adherence. 2.3 Develop and document program plans that incorporate key instructional information and short and long-term body composition goals. 2.4 Set realistic guidelines and confirm exercise plan with client. 2.5 Develop customised training sessions that include a variety of exercises and equipment to meet client goals.
3. Implement exercise plan.	3.1 Instruct client in specific programs and exercises. 3.2 Select and use motivational techniques that encourage exercise, and healthy eating adherence. 3.3 Respond to clients experiencing difficulties and answer questions as required. 3.4 Monitor and record client progress.
4. Evaluate exercise plan.	4.1 Monitor and evaluate exercise program at appropriate intervals. 4.2 Reappraise client body composition at agreed stages of program.

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4.3 Review client short and long-term goals and exercise plan.

4.4 Evaluate program or activities and discuss modifications to program.

4.5 Modify exercise plan for client and document evaluation and modification of programs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret and critically analyse body composition appraisal results.
Oral communication skills to:	• explain and discuss relationships between body composition management and specific client plan • collaborate with client to establish goals and motivate towards desired outcomes.
Numeracy skills to:	• extract and evaluate information from calculations of daily energy requirements and pre-exercise health screening information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT020 Instruct exercise programs for body composition goals

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least ten hours comprising at least ten different client contact sessions, and:

- plan, document, implement and evaluate at least five exercise plans that meet specific body composition needs and goals of individual clients
- conduct sessions that consider each client's:
  - training schedule
  - likes and dislikes
  - financial constraints
  - specific responses to questionnaire
  - religious restrictions
  - injuries
  - medical and exercise history
  - functional limitations
- correctly measure body composition for each client using appropriate measures:
  - weight
  - height
  - hip circumference
  - waist circumference
  - skin folds
  - bioelectrical impedance analysis
  - body mass indices
- appropriately use and apply anthropometric standards:
  - somatotypes
  - skin fold indices
  - body mass indices
  - waist-hip ratios
  - healthy weight range charts
- use appropriate and motivating instructional techniques with each client to increase exercise adherence and positive health and fitness habits:
  - goal setting

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- intrinsic an extrinsic motivation
- establishment of habits
- positive reinforcement.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding exercise planning for body composition goals:
  - work health and safety/occupational health and safety
  - duty of care
  - privacy
  - anti-discrimination
  - Australian consumer law
  - business registration and licences
- organisational policies and procedures in regards to:
  - ventilation and/or climate control
  - hygiene
  - emergency
  - risk management
  - standards of personal presentation
  - participant's clothing and footwear
  - use, care and maintenance of equipment
  - client supervision
  - communication protocols
  - records management and security
- industry endorsed client pre-exercise health screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements
- client considerations for planning exercise programs to target body composition goals:
  - training schedule
  - likes and dislikes
  - financial constraints
  - specific responses to questionnaire
  - religious restrictions
  - injuries
  - medical and exercise history
  - functional limitations
- exercise programming principles to target body composition goals:
  - muscle hypertrophy

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  - fat loss
  - lean body mass
- barriers to achieving goals:
  - unhealthy eating
  - physically inactive
  - exercise patterns
  - lack of good quality sleep
  - stress management
- management of body composition:
  - metabolism
  - energy expenditure
  - energy intake
  - balance between energy intake and energy expenditure
  - resting metabolic rate
  - thermogenesis
  - adaptive thermogenesis
  - thermic effect of food
  - thermic effect of exercise
  - changes to body composition
  - fat loss
  - muscle gain
- factors affecting ‘weight’ on scales:
  - lean body mass
  - water
  - fat
  - clothing
- role of medical or allied health professionals in relation to body composition programming
- motivational techniques and strategies to support body composition goals:
  - building rapport
  - questioning techniques
  - feedback
  - goal setting
  - reinforcement
- benefits and limitations of body composition appraisal methods.

Assessment Conditions

Skills must be demonstrated in:

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- a fitness industry workplace or simulated environment with clients with real or simulated body composition goals.

Assessment must ensure access to:

- industry endorsed risk stratification procedures
- manufacturer guidelines on equipment safety and usage
- current industry endorsed best practice for client pre-exercise health screening and risk stratification.

Assessment must ensure use of:

- organisational policies and procedures:
  - privacy
  - work health and safety/occupational health and safety
  - confidentiality
  - referral forms and processes
  - recording and storage of information
- body composition appraisal methods to suit the goals of clients
- anthropometric standards
- current fitness industry recognised methods for achieving body composition outcomes
- session plan templates with space to identify modifications/adjustments needed
- client record forms
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- develop a variety of body composition exercise programs over a period of time suitable for ensuring adequate time for the client to achieve several health and fitness-related body composition goals including:
  - fat loss
  - muscle hypertrophy
- demonstrate ability to instruct sessions that cater for:
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

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- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT021 Instruct personal training programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate personal training programs for a variety of clients in both controlled and uncontrolled environments. It requires the ability to plan individualised programs for clients who have completed industry endorsed pre-exercise screening and risk stratification procedures.

This unit applies to personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client fitness requirements.	1.1 Consider and confirm client needs, expectations and preferences using suitable questioning techniques.

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	1.2 Review and advise client of outcomes of pre-exercise health screening procedures and fitness appraisal.
	1.3 Refer client to medical or allied health professionals as required.
	1.4 Identify potential barriers to achieving needs and goals.
	1.5 Develop and document client profile for re-evaluation purposes.
2. Develop personal training exercise plan and program.	2.1 Determine type of training, training methods and equipment required to achieve client goals.
	2.2 Develop client personalised strategies to increase exercise adherence.
	2.3 Develop and document program plans that incorporate key instructional information to match client preferences.
	2.4 Develop customised training sessions that include a variety of exercises and equipment to meet client needs.
	2.5 Select appropriate session assessment techniques.
	2.6 Obtain permission for use of public spaces if required.
	2.7 Document personal training plans for client.
3. Conduct personal training sessions.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.
	3.2 Determine client prior knowledge and skills in the fitness activity.
	3.3 Provide clear exercise instructions and confirm client understanding.
	3.4 Demonstrate exercises, techniques and equipment to client.
	3.5 Relate location and function of major bones and major joints to movement when instructing client.
	3.6 Identify major target muscles acting at major joints when instructing clients through exercises.
	3.7 Monitor participation and performance to identify signs of exercise intolerance and modify as required.
	3.8 Monitor client intensity, techniques, posture and safety, and modify program as required.
	3.9 Select and use motivational techniques that increase client performance and adherence to exercise.
	3.10 Respond to clients experiencing difficulties and answer questions as required.
	3.11 Complete session documentation and progress notes.
4. Evaluate personal training program.	4.1 Monitor and evaluate exercise program at appropriate intervals.

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4.2 Request and respond to feedback from client.

4.3 Conduct follow up client fitness assessments as required.

4.4 Review own performance and identify areas needing improvement.

4.5 Identify aspects needing further emphasis or attention in future sessions.

4.6 Evaluate program or activities and discuss modifications to program.

4.7 Modify personal training plan for client and prepare new exercise program.

4.8 Document and update records of evaluation and modification of program.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• evaluate and integrate collected information and ideas to construct personal training programs.

Oral communication skills to:	• use active listening and questioning techniques to:
	  • determine client needs and preferences
	  • offer and explain suitable exercises and programs
	• demonstrate and explain the safe performance of exercises to clients using appropriate terminology.

Learning skills to:	• design, reflect on and redesign approaches to personal training as an integral part of the review process • adapt exercise programs and strategies to individual clients.
Problem-solving skills to:	• determine the need for spotting of client exercises at the appropriate time.
Planning and organising skills to:	• determine which personal training sessions or exercise that the client can independently perform, with and without direct supervision.
Self-management skills to:	• organise client and facility schedules.

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Unit Mapping Information

SISFFIT421A Plan and deliver personal training

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT021 Instruct personal training programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least ten hours comprising at least ten different client contact sessions in a mixture of controlled and uncontrolled environments, and:

- plan, document, implement and evaluate at least five personal training plans that meet specific needs and goals of individual clients
- conduct sessions that individually or cumulatively incorporate:
  - a variety of indoor and outdoor training environments, methods, and equipment:
    - ensures promotion of sustainability of the environment
    - choice of resources to minimise environmental impact
    - permission for use of public spaces, as required
    - flexibility training:
      - dynamic
      - static
      - proprioceptive neuromuscular facilitation
    - resistance training:
      - free weights
      - gym equipment
      - body weight resistance only
    - cardiovascular training techniques:
      - continuous
      - interval
    - demonstration, explanation, and instruction of exercises
    - injury prevention strategies specific to client needs and program
    - appropriate and motivating instructional techniques to increase exercise adherence and positive health and fitness habits:
      - goal setting
      - intrinsic an extrinsic motivation
      - establishment of habits
      - positive reinforcement
- modify personal training plans for clients, addressing at least three of the following:

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- technical requirements
- changing needs due to fitness adaptations
- changing goals
- client needs, objectives, likes and dislikes
- technical difficulty adjustments of exercises.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding personal training, equipment use and selection:
  - work health and safety/occupational health and safety
  - duty of care
  - privacy
  - anti-discrimination
  - working with children and/or vulnerable people check
- organisational policies and procedures in regards to:
  - ventilation and/or climate control
  - hygiene
  - emergency
  - risk management
  - standards of personal presentation
  - participant clothing and footwear
  - use, care and maintenance of equipment
  - client supervision
  - communication protocols
  - records management and security
- industry endorsed client pre-exercise health screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements
- program planning for improvement of health- and skill-related components of fitness:
  - body composition
  - muscle endurance
  - muscle strength
  - flexibility
  - cardiovascular endurance
  - balance
  - reaction time
  - coordination
  - power

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    - speed
    - agility
    - proprioception
- safety and preparation considerations for the use of plyometric training in personal training
- program design and variables relevant to the combination of health- and skill-related components of fitness in the client's program:
    - muscle actions
    - loads and volumes
    - exercise selection and order
    - rest periods
    - repetition velocity
    - frequency
- suitable training and monitoring techniques and exercises to achieve improved functioning of:
    - musculoskeletal system
    - cardiovascular system
    - nervous system
- training principles relevant to the health- and skill-related components of fitness in the client's program:
    - overload
    - progression
    - adaptation
    - specificity
    - individualisation
    - maintenance
- training methods and consideration of intensity, program types, sets and reps, circuits, matrices, super-sets, pre-fatigue and interval training
- types of conditioning and training, and expected adaptations, including timing, for:
    - speed
    - power
    - strength
    - flexibility
    - cardiovascular endurance
    - hypertrophy
    - muscle endurance
    - weight loss
    - agility
    - reaction time
    - balance
    - coordination

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- client considerations and needs:
  - client details
  - fitness levels and goals
  - training history
  - targeted adaptations
  - anticipated rate of client adaptation
  - number and nature of session programs
  - equipment requirements
  - facility requirements
  - review dates
- application of exercise science, anatomy, physiology, biomechanics considerations to fitness activities and personal training programs:
  - aerobic endurance and responses
  - hypertrophy training and types of muscle fibres
  - muscle tension
  - local muscle endurance training and recovery
  - neuromuscular coordination training, safety, skill and recovery
  - strength training, recovery times and techniques
  - stretching and flexibility methods, techniques and recovery times
  - predicted rate of adaptation
  - progression
  - recovery rate
  - reversibility
  - specificity
  - training threshold
- manufacturer and exercise equipment specifications for safe use and techniques
- signs and symptoms of exercise intolerance and appropriate management strategies
- common barriers to exercise participation:
  - perceived versus actual barriers
  - initial low fitness level
  - time and access to facilities
  - self-consciousness in client
- different learning styles of clients and methods to adapt training to suit these learning styles
- motivational techniques:
  - goal setting
  - intrinsic an extrinsic motivation
  - establishment of habits
  - positive reinforcement.

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Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- industry endorsed risk stratification procedures
- manufacturer guidelines on equipment safety and usage
- current industry endorsed best practice for client pre-exercise health screening and risk stratification
- organisational policies and procedures regarding the use of equipment and locations for personal training sessions.

Assessment must ensure use of:

- client record forms
- equipment and resources required for the delivery of the personal training program:
  - resistance equipment
  - program cards
  - resistance bands
  - gym and fitness equipment
- session plan templates with space to identify modifications/adjustments needed
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- develop a variety of personal training programs over a period of time suitable for ensuring adequate time for the client to achieve several health and fitness related goals
- demonstrate ability to instruct a variety of personal training sessions where a variety of exercise modes and equipment are available:
  - weights gym
  - exercise room
  - an outdoor environment
- demonstrate ability to instruct sessions that cater for:
  - beginners, intermediate and advanced participants
  - low and high impact.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT022 Instruct aquatic sessions for specific population groups

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and deliver safe and effective aquatic exercise sessions to specific population groups. It requires the ability to understand anatomical and physiological considerations and apply that understanding to client exercise participation aimed at improving health-related components of fitness.

This unit applies to fitness instructors working within the industry endorsed scope of practice when providing advice regarding fitness services and referral requirements for clients from the following specific population groups:

- children
- women
- older adults
- clients with a disability
- culturally and linguistically diverse (CALD) groups.

This unit does not apply to provision of exercise to higher risk specific population clients, or inappropriate exercise prescription for moderate risk clients. This unit does not apply to the provision of hydrotherapy.

This unit applies to fitness instructors who work in a variety of fitness or aquatic locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation, including working with children and/or vulnerable people checks, and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client fitness requirements.	1.1 Consider and confirm client needs, expectations and preferences using suitable questioning techniques. 1.2 Review and advise client of outcomes of pre-exercise health screening procedures. 1.3 Refer client to medical or allied health professionals as required. 1.4 Assess suitability of pool environment for participants and development strategies to maximise participant safety and enjoyment. 1.5 Explain benefits of aquatic exercise and identify potential barriers to participation. 1.6 Develop and document client profile for re-evaluation.
2. Develop aquatic exercise plan and program.	2.1 Determine type of aquatic training methods and equipment required to achieve client goals. 2.2 Develop and document program plans that incorporate key instructional information. 2.3 Incorporate guidance/advice from medical or allied health professionals into the provision of fitness advice/or planning of aquatic instruction. 2.4 Develop customised training sessions that include a variety of aquatic exercises and equipment to meet needs and characteristics of client.
3. Conduct aquatic session.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Provide clear exercise instructions and confirm client understanding. 3.3 Demonstrate exercises, techniques and equipment to client. 3.4 Monitor participation and performance to identify signs

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	of exercise intolerance and modify as required. 3.5 Provide movement pattern alternatives for participants that present with limited water familiarisation, mobility or ability in an aquatic environment. 3.6 Monitor client technique and safety within appropriate hydrodynamic principles, and modify as required. 3.7 Seek ongoing guidance from, or refer client to, medical or allied health professionals, as appropriate. 3.8 Select and use communication techniques that encourage and support clients. 3.9 Respond to clients experiencing difficulties and answer questions as required. 3.10 Complete session documentation and progress notes.
4. Evaluate program.	4.1 Monitor and evaluate exercise program at appropriate intervals. 4.2 Provide written and verbal feedback to medical or allied health professionals, as required. 4.3 Request and respond to feedback from clients. 4.4 Review own performance and identify areas needing improvement. 4.5 Identify aspects needing further emphasis or attention in future sessions. 4.6 Evaluate program or activities and discuss modifications to program. 4.7 Document and update records of evaluation and modification of programs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret best practice principles of aquatic activities, organisational policies and procedures and legislation requirements.
Oral communication skills to:	• provide suitable modifications to participant exercises, use of equipment and spacing as required.
Learning skills to:	• maintain current knowledge of water-based fitness activities, training methods and water safety principles and codes of practice.

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Problem-solving skills to:

- determine how to effectively instruct water-based fitness activities from outside of the pool considering hydrodynamic principles which emulate demonstration of exercises at water speed
- apply principles of hydrodynamics to the adjustment of client aquatic activities and implementation of contingencies when problems arise, or other changes are required such as:
  - client inability to cope with session or activities
  - client inability to cope with turbulence in water
  - client inability to cope with level of support provided
  - client requires more energetic movements to achieve a more effective workout
- determine level of support required for each client in the water as determined by individual needs, aquatic environment and hydrodynamic principles.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT022 Instruct aquatic sessions for specific population groups

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, document, implement and evaluate suitable aquatic exercise programs within scope of practice for specific population clients:
  - five clients that don't require guidance or instruction provided by medical or allied health professionals
  - five clients in response to guidance or instruction provided by medical or allied health professionals
- conduct aquatic sessions that individually or cumulatively incorporate:
  - appropriate selection and monitoring of client use of a range of water-based fitness equipment
  - demonstration, explanation, and instruction of exercises
  - injury prevention strategies specific to client needs and program
  - suitable order and sequence of activities
  - session components that target the needs and goals of the individual
  - suitable duration, intensity, volume
  - ongoing clear and constructive feedback to clients and, where required, medical or allied health professionals
  - use of evidence based exercise adherence strategies specific to the population groups
  - safe and effective instructional techniques in water-based fitness:
    - formations
    - instructor preservation techniques
    - visual and verbal cueing
    - mirror imagine
    - emulating water movements
    - anchored and weighted movements
    - active and energetic movements
    - propulsion or turbulent actions
    - suspended movements in deep or shallow water
    - efficient learning curves
    - appropriate teaching positioning in regards to clients, pool and deck, sound system and sun glare

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    - clear and encouraging instructions
- modify programs for clients, addressing at least three of the following:
    - technical requirements
    - changing needs due to fitness adaptations
    - changing goals
    - client needs, objectives, likes and dislikes
    - technical difficulty adjustments of exercises
    - medical or allied health professional feedback.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and regulatory requirements in regards to:
    - work health and safety/occupational health and safety
    - duty of care
- organisational policies and procedures to ensure safety of clients and other facility users in regards to:
    - overcrowding
    - ventilation
    - hygiene
    - climate control
    - energy
    - standards of personal presentation
    - swimwear and pool footwear
    - use, care and maintenance of pool equipment
- properties of water:
    - mass
    - density
    - viscosity
    - hydrostatic pressure
- forces that act upon the body in water:
    - buoyancy
    - resistance
    - turbulence
    - propulsion
    - inertia
- industry endorsed client pre-exercise health screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements for:

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    - low-risk clients
    - moderate risk clients
    - higher risk clients
    - when there are extreme or multiple risk factors present and professional judgement to decide whether further medical advice is required identification of clients at high or higher risk of an adverse event occurring during exercise
    - physical activity and exercise intensity and frequency guidelines
- common barrier to exercise participation
- contraindications and precautions that may affect water based participation
- participant cultural and social differences and potential impacts of participation
- precautions to exercise relevant to the specific population in accordance with industry guidelines where applicable
- benefits versus risk of participation
- situations where cessation of exercise program is required, this may include but is not limited to:
    - chest pain at rest or during activity
    - severe breathlessness/feeling faint/dizziness/loss of balance
    - unusual fatigue or shortness of breath
    - asthma aggravation/attack
    - significant muscle, bone or joint pain (beyond what is normally expected during exercise)
    - a situation whereby the fitness professional makes a judgement that continuing the session is beyond their professional capabilities and scope of practice, and could potentially compromise client health and safety
- signs and symptoms of poor exercise tolerance or unstable condition
- role of medical or allied health professionals for referral processes:
    - accredited exercise physiologist
    - accredited practising dietician
    - chiropractor
    - continence nurse advisor
    - general practitioner
    - occupational therapist
    - osteopath
    - physiotherapist
    - podiatrist
    - psychologist
    - remedial massage therapist
    - sports doctor
    - sports physician
- typical anatomical and physiological considerations for the following specific population groups:

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  - children
  - women
  - older adults
  - clients with a disability
  - CALD groups
- appropriate management for signs and symptoms of intolerance or an unstable condition:
  - cease or modify exercise
  - refer to a medical or allied health professional
  - call an ambulance if required
- potential or actual effect of the condition on exercise behaviour
- exercise adherence strategies. instructional strategies appropriate to risk status for participant group to enable effective and safe conduct of aquatic activities:
  - visual and or verbal and or aural and or tactile communication
  - multi-sensory
  - guided discovery
  - repeating instructions
  - breaking tasks into smaller activities
  - positive reinforcement
  - directive
- best practice principles of aquatic activities
- effective teaching strategies appropriate to specific population group:
  - breaking tasks into smaller activities
  - directive
  - guided discovery
  - multi-sensory
  - positive reinforcement
  - repeating instructions
  - visual, verbal, aural and tactile.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace or simulated environment that offers aquatic services and facilities suitable for specific population clients.

Assessment must ensure use of:

- an industry workplace with the appropriate environmental features:
  - indoor or outdoor swimming pool in a controlled environment
  - swimming pool entry and exit points
  - wet decks

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  - ramps
  - steps
  - bulk heads
  - surface of pool and concourse
  - pool floor gradient
  - water temperature
  - railings
  - chemical additives
  - ambient temperature
- safety equipment relevant to local regulatory and organisational policies and procedures
- a variety of equipment appropriate for use in water by specific population clients
- industry endorsed risk stratification procedures
- session plan templates with space to identify modifications/adjustments needed
- appropriate organisational documentation and resources such as equipment checklists and session plan templates
- specific population clients and medical or allied health professionals for referral processes; these can be:
  - clients, and medical or allied health professionals in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- documentation such as manufacturer specifications for equipment use and maintenance
- legislation, best practice principles, and organisational policies and procedures in relation to aquatic activities.

Assessment activities that allow the individual to:

- develop a variety of aquatic exercise programs for specific population clients over a period of time, ensuring adequate time to allow for the implementation of required modifications
- demonstrate the ability to instruct a variety of water based fitness sessions:
  - using industry realistic timeframes
  - catering for:
    - beginners, intermediate and advanced participants
    - low and high impact
  - taking into consideration:
    - participant characteristics, specific population conditions and functional ability
    - participant goals
    - depth of water
    - fitness and ability of participant

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- water safety and awareness.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have at least 2 years consecutive industry experience in the application of the skills and knowledge of this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT023 Instruct group personal training programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate group personal training programs for a variety of clients in both controlled and uncontrolled environments. It requires the ability to plan individualised programs for clients who have completed industry endorsed pre-exercise screening and risk stratification procedures.

It requires the ability to instruct personal training sessions and programs to a group of people, whilst taking into account individual goals, programming requirements, personality and fitness level. The personal trainer ensures that the supervision ratio to client adheres to organisation policies and procedures.

This unit applies to personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify group personal training program requirements.	1.1 Consider and confirm compatibility of client needs, expectations and preferences using suitable questioning techniques. 1.2 Review and advise clients of outcomes of pre-exercise screening procedures and fitness appraisals. 1.3 Refer clients to medical or allied health professionals as required. 1.4 Establish exercise intensities appropriate for each client within the group. 1.5 Identify potential barriers to achieving needs and goals of individuals within the group. 1.6 Develop and document client profiles for re-evaluation purposes.
2. Develop group personal training exercise plan and program.	2.1 Determine type of training, training methods and equipment required to achieve client goals. 2.2 Develop client personalised strategies to maximise group coherence and increase exercise adherence. 2.3 Develop and document program plans that incorporate key instructional information appropriate to group training and match client preferences. 2.4 Develop customised training sessions that include a variety of exercises and equipment to meet client needs. 2.5 Select appropriate session assessment techniques. 2.6 Obtain permission for use of public spaces if required. 2.7 Document group personal training plans.
3. Conduct group personal training sessions	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Determine client prior knowledge and skills in the fitness activity. 3.3 Provide clear exercise instructions to the group and confirm individual client understanding. 3.4 Demonstrate exercises, techniques and equipment to the group, providing individual assistance if required. 3.5 Relate location and function of major bones and major joints to movement when instructing the group. 3.6 Identify major muscles acting at major joints when instructing the group. 3.7 Manage the use of different equipment by different clients within the same session, in a timely and safe manner.

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	3.8 Supervise clients performing a variety of exercises or variations in exercises, at the same time. 3.9 Monitor participation and performance and modify as required. 3.10 Select and use motivational techniques for group personal training to increase performance and adherence to exercise. 3.11 Respond to clients experiencing difficulties and answer questions as required. 3.12 Complete session documentation and progress notes.
4. Evaluate personal training program.	4.1 Monitor and evaluate exercise program at appropriate intervals. 4.2 Request and respond to feedback from clients. 4.3 Perform follow up fitness assessments on each client, individually or as a group, as required. 4.4 Review own performance and identify areas needing improvement. 4.5 Identify aspects needing further emphasis or attention in future sessions. 4.6 Evaluate program or activities and discuss modifications to program. 4.7 Modify personal training plan for individual clients, or group, as required and prepare new exercise program. 4.8 Document and update records of evaluation and modification of program.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• evaluate and integrate collected information and ideas to construct group personal training programs.

Oral communication skills to:	• use active listening and questioning techniques to:
	  • determine client needs and preferences
	  • identify suitable products and services for clients
	  • motivate clients
	• instruct clients from a variety of different positions, that are constantly changing according to the needs of the group and individuals within the group

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	• demonstrate and explain the safe performance of exercises to clients using appropriate terminology and confirm client understanding.
Learning skills to:	• design, reflect on and redesign approaches to group personal training as an integral part of the review process.
Problem-solving skills to:	• work with various personalities, learning styles and fitness levels of clients within one group • determine how to safely work with more than one client at a time, in constantly changing conditions where clients move about, within an appropriate space.
Planning and organising skills to:	• prepare personal training plans that are appropriate for a variety of clients within one group, with consideration of personalities, goals and fitness levels of each client • determine appropriate training environments for clients within a group.
Self-management skills to:	• organise client schedules, and facility schedules.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT023 Instruct group personal training programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least ten hours comprising at least ten different client contact sessions in a mixture of controlled and uncontrolled environments, and:

- plan, document, implement and evaluate at least three group personal training plans and exercise programs for groups of three to twelve people that meet specific needs and goals of each individual within the group
- conduct sessions that individually or cumulatively incorporate:
  - a variety of indoor and outdoor training environments, methods, and equipment:
    - ensures promotion of sustainability of the environment
    - choice of resources to minimise environmental impact
    - permission for use of public spaces, as required
  - flexibility training:
    - dynamic
    - static
    - proprioceptive neuromuscular facilitation
  - resistance training:
    - free weights
    - gym equipment
    - body weight resistance only
  - cardiovascular training techniques:
    - continuous
    - interval
  - adequate spacing between clients
  - appropriate line of sight for clients
  - appropriate motivating instructional techniques to increase exercise adherence and positive health and fitness habits of the group:
    - goal setting
    - intrinsic an extrinsic motivation
    - establishment of habits
    - positive reinforcement

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- modify personal training plans for clients, addressing at least three of the following:
  - technical requirements
  - changing needs due to fitness adaptations
  - changing goals
  - client needs, objectives, likes and dislikes
  - technical difficulty adjustments of exercises.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding group personal training, equipment use and selection:
  - work health and safety/occupational health and safety
  - duty of care
  - privacy
  - anti-discrimination
  - working with children and/or vulnerable people check
- organisational policies and procedures in regards to:
  - ventilation and/or climate control
  - hygiene
  - emergency
  - risk management
  - standards of personal presentation
  - participant clothing and footwear
  - use, care and maintenance of equipment
  - client supervision
  - communication protocols
  - records management and security
  - maximum number of clients within a group
  - client supervision in a group
- industry endorsed client pre-exercise screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements
- program planning for improvement of health- and skill-related components of fitness:
  - body composition
  - muscle endurance
  - muscle strength
  - flexibility
  - cardiovascular endurance
  - balance

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    - reaction time
    - coordination
    - power
    - speed
    - agility
    - proprioception
- safety and preparation considerations for the use of plyometric training in group personal training
- suitable training and monitoring techniques and exercises to achieve improved functioning of:
    - musculoskeletal system
    - cardiovascular system
    - nervous system
- training principles relevant to the health- and skill-related components of fitness in the client's program:
    - overload
    - progression
    - adaptation
    - specificity
    - individualisation
    - maintenance
- training methods and consideration of intensity, program types, sets and reps, circuits, matrices, super-sets, pre-fatigue and interval training
- types of conditioning and training, and expected adaptations, including timing, for:
    - speed
    - power
    - strength
    - flexibility
    - cardiovascular endurance
    - hypertrophy
    - muscle endurance
    - weight loss
    - agility
    - reaction time
    - balance
    - coordination
- client considerations and needs:
    - client details
    - fitness levels and goals
    - training history

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    - targeted adaptations
    - anticipated rate of client adaptation
    - number and nature of session programs
    - equipment requirements
    - facility requirements
    - review dates
- application of exercise science, anatomy, physiology, biomechanics considerations to fitness activities and group personal training programs:
    - aerobic endurance and responses
    - hypertrophy training and types of muscle fibres
    - muscle tension
    - local muscle endurance training and recovery
    - neuromuscular coordination training, safety, skill and recovery
    - strength training, recovery times and techniques
    - stretching and flexibility methods, techniques and recovery times
    - predicted rate of adaptation
    - progression
    - recovery rate
    - reversibility
    - specificity
    - training threshold
- manufacturer and exercise equipment specifications for safe use and techniques
- signs and symptoms of exercise intolerance and appropriate management strategies
- common barriers to exercise participation:
    - perceived versus actual barriers
    - initial low fitness level
    - time and access to facilities
    - self-consciousness in client
- different learning styles of clients and methods to adapt training to suit these learning styles
- motivational techniques:
    - goal setting
    - intrinsic an extrinsic motivation
    - establishment of habits
    - positive reinforcement.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

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Assessment must ensure access to:

- industry endorsed risk stratification procedures
- manufacturer guidelines on equipment safety and usage
- current industry endorsed best practice for client pre-exercise screening and risk stratification
- organisational policies and procedures regarding the use of equipment and locations for group personal training sessions.

Assessment must ensure use of:

- client record forms
- equipment and resources required for the delivery of the group personal training program:
  - resistance equipment
  - program cards
  - resistance bands
  - gym and fitness equipment
- session plan templates with space to identify modifications/adjustments needed
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- develop a variety of group personal training programs over a period of time suitable for ensuring adequate time for group to achieve several health and fitness related goals
- demonstrate ability to instruct a variety of group personal training sessions where a variety of exercise modes and equipment are available:
  - weights gym
  - exercise room
  - an outdoor environment
- demonstrate ability to instruct sessions that cater for:
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

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Links

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SISFFIT025 Recognise the dangers of providing nutrition advice to clients

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify when the provision of nutritional advice is beyond the scope of practice of a personal trainer.

It requires the ability to recognise the dangers of providing nutrition advice in a fitness setting and when a client requires referral to an Accredited Practising Dietitian, Accredited Sports Dietitian or General Practitioner.

This unit covers recognition of appropriate information sources to apply to the provision of food advice, and when the provision of such advice is unethical and beyond the scope of practice.

This unit applies to personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Comply with the scope of practice in provision of nutrition advice.	1.1 Identify the role of medical and allied health professionals in providing and applying nutritional information and advice to clients. 1.2 Recognise appropriate sources of information for provision of healthy eating information to clients. 1.3 Recognise clients with specific nutritional needs. 1.4 Recognise dangers of providing inappropriate nutrition advice to general and specific population clients.
2. Identify situations outside of scope of practice.	2.1 Identify need for referral and guidance from medical practitioner or appropriate allied health professional for nutrition and body composition advice. 2.2 Conduct referral in accordance with organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret healthy eating information to determine suitability of use for clients • interpret organisational policies and procedures in regards to the role of a personal trainer providing nutritional advice to clients.
Learning skills to:	• maintain currency of knowledge of healthy eating guidelines and the current role of medical or allied health professionals in providing nutrition information to clients • develop strategies to recognise when a client requires referral to a medical practitioner or appropriate allied health professional.
Problem-solving skills to:	• determine the dangers of providing dietary advice to clients who require specialised advice from an Accredited Practising Dietitian, Accredited Sports Dietitian or a General Practitioner.
Technology skills to:	• access and download current Australian Dietary Guidelines

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to use in determining if working within scope of practice of a personal trainer
- maintain records of information on computer software.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT025 Recognise the dangers of providing nutrition advice to clients

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify at least ten client situations when referral to an Accredited Practising Dietitian, Accredited Sports Dietitian or General Practitioner is required:
  - record the details of the client situation/reason for referral
  - identify the appropriate health professional for the situation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- purpose, use and limitations of the Australian Dietary Guidelines:
  - food groups
  - guidelines
  - Australian guide to healthy eating and the template for adaptation for clients
- the role and professional boundaries of the personal trainer, medical and allied health professionals in providing nutritional advice, weight loss support and exercise prescription
- the role of the personal trainer in providing nutritional advice within appropriate guidelines of Eat for Health Program incorporating the Australian Dietary Guidelines
- situations when referral to an Accredited Practising Dietitian, Accredited Sports Dietitian or General Practitioner is required, and which professional is most appropriate for the situation:
  - when individuals ask for specific information regarding weight management or indicate interest in more information on weight loss
  - when clients have specific questions regarding dieting, diet trends and supplementation
  - when clients have specific questions regarding the suitability of participating in an available nutrition program when specific health indicators demonstrate increased health risks after pre-exercise screening and client reporting
  - when the client’s eating patterns are extreme and not meeting nutritional requirements e.g. removing / limiting inappropriately food groups
  - when the client may benefit from attending a structured support program
  - when the client is having difficulty achieving weight loss goals

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  - when the client has high intensity or high level training or sports performance requirements
  - when the client needs support regarding attitudes to eating and may benefit from additional assistance
- risks of providing nutritional information to the following specific population clients:
  - pregnant or lactating women
  - very underweight, overweight or obese
  - impaired Glucose Tolerance, Impaired Fasting Glucose or strong family history of Type 2 Diabetes
  - Type 1 or Type 2 diabetes
  - cardiovascular disease, Renal disease or Liver disease
  - food allergies and intolerances
  - diagnosed with, undergoing treatment for, or recovering from cancer
  - frail elderly
  - mental illness
  - high intensity and high volume exercise or sport
  - other health conditions affected by nutrition.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment where clients are seeking information regarding health and fitness, including nutrition information and guidance.

Assessment must ensure use of:

- documented organisational policies and procedures
- industry endorsed scope of practice for the role and scope of a personal trainer
- workplace documents and systems for client consultations and referral letters
- scope of practice documents of medical and allied health professionals
- current healthy information resources:
  - National Health and Medical Research Council (NHMRC) – Australian Dietary Guidelines
- up-to-date resources for researching the role of various health professionals and the risks of providing nutritional information to various clients
- learning and assessment tools validated by:
  - an Accredited Practising Dietitian or an Accredited Sports Dietitian with at least two consecutive years experience in clinical practice
- clients and medical or allied health professionals for referral processes; these can be:
  - clients, and medical or allied health professionals in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

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Assessment activities that allow the individual to:

- identify situations where the client must be referred to a medical or allied health professional for nutritional or other lifestyle advice
- recognise the dangers of providing nutritional information to clients in at least ten client situations or interactions.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT026 Support healthy eating through the Eat for Health Program

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use the Eat for Health Program to support clients who do not have special dietary needs. It covers assisting clients to adapt the Australian Dietary Guidelines to suit their lifestyles and food choice influences using the Eat for Health Program as a guide.

This unit requires the ability to provide healthy eating information and assist clients within industry endorsed scope of practice following completion of industry endorsed pre-exercise screening.

The scope of practice of a personal trainer does not include:

- the provision of specific or individualised dietary analysis or advice, or information regarding:
  - specific diets
  - fad diets
  - nutritional supplementation
  - sports foods
  - ergogenic aids
  - nutrition for exercise or sports performance
- the provision of information or advice to people with medical conditions requiring specialised dietary advice, or to frail elderly people who are at risk of malnutrition
- the provision of dietary information or advice for infants and toddlers.

The personal trainer must refer clients to an Accredited Practising Dietitian, Accredited Sports Dietitian, or General Practitioner as appropriate.

This unit applies to personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

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Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client needs within the Eat for Health Program.	1.1 Consider and confirm client goals, expectations and preferences using suitable questioning techniques. 1.2 Identify current sedentary and incidental physical activity patterns of client. 1.3 Explain benefits of combining regular moderate intensity physical activity and healthy eating. 1.4 Explain limitations as a personal trainer in providing the Eat for Health Program to a client. 1.5 Refer client to an Accredited Practising Dietitian or Accredited Sports Dietitian, as required.
2. Develop client profiles of food choices and eating patterns.	2.1 Determine daily eating patterns of client in format of the Australian Dietary Guidelines. 2.2 Identify influences of food choices using the Eat for Health Educator Guide.
3. Provide eating pattern and health status information.	3.1 Compare client eating patterns with recommendations in the Eat for Health Educator Guide. 3.2 Provide feedback on eating patterns and alignment with Australian Dietary Guidelines to client. 3.3 Discuss advantages and disadvantages of eating patterns using the Eat for Health Educator Guide.
4. Influence healthier eating patterns.	4.1 Assist client to make changes to eating patterns to more closely align with their goals using the template for adapting the Australian Guide to Healthy Eating.

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4.2 Educate client regarding food labels to support healthy choices using the Eat for Health Educator Guide.

4.3 Maintain records of all assistance provided to client.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret the Scope of Practice of a personal trainer to ensure that work related to health eating is performed within scope • interpret the Educator Guide from the Eat for Health program to select appropriate information to provide client regard their food choice influences.
Writing skills to:	• complete the template for adapting the Australian Guide to Healthy Eating.
Oral communication skills to:	• use open and closed probe questioning techniques to acquire accurate information regarding physical activity patterns, and eating patterns.
Numeracy skills to:	• interpret Eat for Health Educator Guide to determine energy requirements of client based on their physical activity levels, including the use of the concepts of Total Diet and Foundation Diet.
Learning skills to:	• maintain currency of knowledge regarding food options in Australia.
Technology skills to:	• source information including the Australian Dietary Guidelines, the Eat for Health Program and the Eat for Health Educator Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT026 Support healthy eating through the Eat for Health Program

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least five hours comprising at least five different client contact sessions, and:

- identify the daily eating patterns of at least five clients in the format of the Australian Dietary Guidelines
- compare each client's eating patterns with the recommendations in the Eat for Health Educator Guide relative to their goals, body composition, lifestyle group, and current level of physical activity, using Foundation and Total Diets
- provide suggestions for achieving healthy dietary patterns to each client in accordance with the Eat for Health Educator Guide
- apply organisational policies and procedures and legal and ethical limitations to client contact sessions:
  - maintain client confidentiality
  - maintain clear and accurate records of client consultations
- identify the need for and prepare referrals for at least five clients to an Accredited Practising Dietitian, Accredited Sports Dietitian and/or medical practitioner as required:
  - clients who have specific dietary requirements or dietary concerns
  - clients who are not achieving their goals when following the Australian Dietary Guidelines
  - clients who need support regarding attitudes to eating.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- purpose and use of the Australian Dietary Guidelines:
  - food groups
  - guidelines
  - Australian guide to healthy eating and the template for adaptation for clients
- purpose and use of the Eat for Health Program and Eat for Health Educator Guide to:
  - support implementation of the Australian Dietary Guidelines
  - use concepts such as the Foundation Diet and Total Diet that assist clients to plan healthy eating

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- how to read and understand food labels to support healthy food choices according to the Eat for Health Educator Guide
- how to use the template for adapting the Australian guide to healthy eating to assist clients to make informed food choices
- role of Accredited Practising Dietitian, Accredited Sports Dietitian and General Practitioner for referring clients
- referral requirements for:
  - clients with very high volume or high intensity training loads, or participation in organised sport,
  - clients with specific or special dietary needs
  - clients seeking information or advice about:
    - dietary trends
    - fad or popular diets
    - nutritional supplementation
    - sports foods
    - ergogenic aids
- scope of practice of a personal trainer in regards to providing nutritional information
- the modelling of Foundation diets on a weekly basis in the Eat for Health Educator Guide allowing for flexibility in their daily implementation
- the benefits of combining healthy eating and moderate physical activity
- use of the Eat for Health Program, within Scope of Practice, according to the lifestyle group and different levels of physical activity:
  - sedentary activities
  - light activities
  - moderate activities
  - vigorous activities.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated healthy eating and fitness goals.

Assessment must ensure access to:

- documented organisational policies and procedures related to providing nutrition information.

Assessment must ensure use of:

- industry endorsed scope of practice for a personal trainer
- current healthy information resources:

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  - National Health and Medical Research Council (NHMRC) – Australian Dietary Guidelines
  - Eat for Health Educator Guide
- workplace documents and systems for the documenting of client consultation and referral letters
- learning and assessment tools validated by:
  - an Accredited Practising Dietitian or an Accredited Sports Dietitian with at least two consecutive years experience in clinical practice
- clients and medical or allied health professionals for referral processes; these can be:
  - clients, and medical or allied health professionals in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- provide clients with current healthy eating information from identified resources
- identify situations whereby the client's nutritional requirements are beyond the scope of a personal trainer, and refer client to an Accredited Practising Dietitian or Accredited Sports Dietitian as appropriate.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT028 Apply evidence-based practice to exercise programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to source and evaluate evidence for contemporary exercise programs and apply findings to the prescription of exercise.

It requires the ability to identify, analyse, synthesise and action data from relevant information sources to plan and implement current approaches supported by evidence.

This unit applies to advanced personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Plan information gathering.	1.1 Identify opportunities where research may be used to support and improve own professional practice. 1.2 Evaluate recent issues, trends, and events impacting fitness industry and exercise programming. 1.3 Identify appropriate research methodology to address research topic, type of data collection and analysis to be undertaken and potential uses of data. 1.4 Identify credible primary and secondary sources of information.
2. Research and analyse information.	2.1 Access and analyse suitable evidence-based information and data for required information. 2.2 Facilitate analysis by organising information in a way that supports analysis and future use. 2.3 Compare and contrast different sources of information to support analysis. 2.4 Assess strength, relevance, reliability and currency of information in the context of own work. 2.5 Assess feasibility, benefits and risks associated with the information. 2.6 Extract relevant information and integrate into development and modification of exercise strategies.
3. Apply research findings to own professional practice.	3.1 Assess ways in which research findings may be used, adapted or challenged in instruction and provision of fitness advice. 3.2 Modify approach to fitness programing activities and advice as required. 3.3 Monitor response to changes made to own professional practice or instruction. 3.4 Continue to adjust own practice to optimise results. 3.5 Maintain records of research findings and application to exercise.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret and critically analyse data from research sites and primary and secondary information texts • apply appropriate strategies to construct relevant meaning

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	from research findings • organise, evaluate and critique ideas and information from a range of complex texts.
Writing skills to:	• integrate research findings into contemporary exercise programs, using appropriate vocabulary, grammar and conventions.
Numeracy skills to:	• extract and evaluate relevant mathematical information and data embedded within information sources • recognise statistical terminology and understand the significance of common statistical analysis.
Learning skills to:	• continue with self-directed learning to ensure exercise management strategies implemented are relevant to current research findings.
Problem-solving skills to:	• extract relevant information from research findings and integrate into development and modification of contemporary exercise strategies.
Self-management skills to:	• maintain currency of exercise management strategies • continually access, evaluate and apply research literature suitable to client needs.
Technology skills to:	• access, organise and update research findings.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT028 Apply evidence-based practice to exercise programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source, evaluate and apply relevant evidence-based information in at least five contemporary exercise programs, incorporating:
  - different issues related to meeting health and fitness goals of clients
  - documented comparison of evidence presented by two sources and evaluation of credibility and validity of data, including the checking of references and assessment of usefulness for each
  - modification of at least two exercise programs to meet short and long-term client goals
  - principles and models of evidence-based practice
  - suitable technology
  - at least ten of the following relevant established and reputable primary and secondary sources of information:
    - clinical research studies
    - peer reviewed medical, allied health and/or complementary medicine journals
    - reference texts
    - peer reviewed conference presentations
    - other journals
    - abstracts
    - popular media (magazines, newsletters, books)
    - other conferences and presentations
    - internet
    - surveys
    - annual public health reports
    - existing epidemiological and socio-demographic data
    - position statements
    - scientific review
    - epidemiological observation studies
    - cohort studies
    - controlled trials.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current evidence-based exercise programs or activities to meet the needs of clients with goals related to improving health and skill related components of fitness
- research strategies and techniques to source evidence based information and data
- recent issues and events affecting the industry and exercise programming
- relevant reference works
- established and reputable sources of information:
  - Sports Medicine Australia
  - Australian Physiotherapy Association
  - National Heart Foundation
  - Dieticians Association of Australia
  - Exercise and Sports Science Australia
  - American College of Sports Medicine
  - American Heart Association
  - clinical texts
  - reference works
  - recognised teachings
- data analysis, statistical analysis and methods to justify the use of information for exercise programming
- commonly used research methodologies
- common terminology used in medical, allied health and complementary medicine research
- reasons for undertaking research:
  - comparison
  - hypothesis testing
  - trend identification
  - own knowledge extension
  - to strengthen quality of own practice
- sources of information, including established information:
  - books
  - journals
  - surveys
  - annual public health reports
  - existing epidemiological and socio-demographic data
- current published research within own area of practice
- principles and models of evidence-based practice:
  - rules of evidence
  - duty of care requirements associated with evidence-based practice

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    - difference between evidence-based practice, continuous quality improvement and research
- ways to evaluate the validity of information sources
- cultural and ethical considerations for research
- processes that support analysis of information and how to use them:
    - comparing
    - contrasting
    - challenging
    - reflecting
    - distinguishing relevant from irrelevant
    - drawing interdisciplinary connections.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment that offers a variety of fitness services and facilities for clients.

Assessment must ensure access to:

- organisational policies and procedures relevant to using research to support and improve professional practice.

Assessment must ensure use of:

- suitable technology for the research processes
- established and reputable primary and secondary sources of information
- planning and evaluation templates with space for inclusion of evidence-based improvements to professional practice
- clients; these can be:
    - clients in an industry workplace, or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- demonstrate ability to incorporate evidence based information into contemporary exercise programs, catering for:
    - beginners, intermediate and advanced participants
    - low and high impact.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 2 years consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOEQU001 Handle horses

Modification History

Not applicable

Application

This unit describes the performance outcomes, skills and knowledge required to safely handle horses, particularly those used in equestrian sport or recreational riding programs but it could have wider application to other equine settings.

Horses are handled in contained areas including stables, fenced arenas, yards, round yards and paddocks.

It requires knowledge of horse temperament, behaviour and body language to safely interact with horses and the ability to catch, lead, tie up and release horses.

This unit applies to a range of organisations including those involved in equestrian sport, instructional and recreational riding programs. It applies to people working at all levels who handle horses as part of their regular work activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess risks for horse	1.1. Identify known temperament, behaviour and level of

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handling activities.	education of horse prior to handling.
	1.2. Identify current environmental factors that may affect horse senses and behaviour.
	1.3. Observe and interpret horse body language and vocalisations to assess current horse behaviour.
	1.4. Identify and assess risks associated with the particular activity, horse enclosure and horse.
	1.5. Identify safe handling practices and confirm required organisational safety and emergency response procedures.
2. Approach and catch horses.	2.1. Identify horses to be caught by their features.
	2.2. Check and confirm horses are aware of presence of handler prior to approach.
	2.3. Move safely around any horses lying down without encroaching danger zones.
	2.4. Catch an individually housed horse.
	2.5. Catch a horse from within a group of horses.
	2.6. Approach horses with halter and lead, using body language that minimises adverse horse reactions.
	2.7. Fit halter and lead assuming safe body position in relation to horses.
3. Lead, tie up and untie horses.	3.1. Assume safe body position in relation to horses and use cues to start, stop and turn horse.
	3.2. Lead horse, under control, on its own through doorways and gates.
	3.3. Lead and stand horse single file in a group, and control to ensure horse and own safety.
	3.4. Lead horse under control past others leading a horse.
	3.5. Lead horse under control through, and out of a group of horses.
	3.6. Secure horse to tie up point.
	3.7. Check and confirm horse is aware of handler, move around avoiding danger zones, untie and lead horse.
4. Release horses.	4.1. Remove halter and lead, assuming safe body position in relation to horse.
	4.2. Release horse into enclosure for a single horse; confirm security of enclosure before and after release.
	4.3. Release horse into enclosure housing groups of horses;

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	confirm security of enclosure before and after release. 4.4. Release horse as part of a group of handlers releasing horses; confirm security of enclosure before and after release.
5. Respond to immediate safety risks.	5.1. Monitor horse behaviour during all handling activities and respond to adverse behaviour. 5.2. Complete on-the-spot risk assessment as hazards arise during activities to avoid injury to self, others and horse. 5.3. Use techniques to calm and control horse throughout activities and amend or cease activities as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures for handling horses.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify and confirm handling conditions, hazards and risk control practices • interact with other handlers clearly to support a positive and safe handling environment.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOEQU001 Handle horses

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use safe practices and organisational safety procedures to catch, lead, tie up and release horses on four different occasions using a different horse on each occasion
- work within a group of minimum three and maximum six handlers on each occasion
- during all handling activities, consistently respond to horse behaviour and control horses.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for handling horses
- identifying features of horses:
  - points of the horse
  - colour and markings
  - brands
  - gender
  - size
- meaning of horse temperament and various descriptions used
- key features of horse instinct and how this impacts on behaviour in different situations
- various levels of education for horses and indicators of education level
- known temperament, behaviour and level of education of horses to be handled
- environmental conditions that can unsettle horses to include:
  - wind and other weather features
  - fire and smoke
  - noise from people, machinery and vehicles
  - presence of other horses and animals
  - containment within fenced areas or stalls
- how horse senses can influence their behaviour and reactions with emphasis on:
  - smell
  - sight - field of vision, perception of depth
  - touch sensitivity
  - hearing

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- horse posture, body and tail movements, facial expressions and vocalisations that indicate a horse is:
  - relaxed
  - alert
  - unsettled or stressed
  - agitated or aggressive
  - frightened, in a state of flight response
- human body language and behaviour to avoid when around horses
- positive human body language and behaviour that minimises adverse horse reactions
- cues used to start, stop and turn horses
- safe handler body positions used in relation to horse when:
  - catching; fitting and removing halters
  - leading and releasing horses
  - tying up and untying horses
- meaning of danger zones around horses:
  - within kicking or striking range of horses' legs
  - within head butting, biting or tail swish range of horses
  - within area where horse is risng from lying down
  - within confined areas where a horse may crush handler
- purpose, features of and techniques used to fit and adjust equipment to ensure correct fit, comfort for horse and safety of handler to include:
  - halters
  - leads
  - ropes
- risks associated with the following horse handling activities and techniques used to control and ensure welfare of horses and safety of handler:
  - catching
  - leading
  - tying up and untying
  - releasing.

Assessment Conditions

Skills must be demonstrated in contained horse handling environments which must include:

- small fenced enclosures
- large fenced enclosures
- areas containing doorways and gates.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

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- complete, participate in or validate a risk assessment of both the candidate's and other participant handlers' characteristics and level of horse handling skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and other participants to ensure that handler and horse combination is safe.

Assessment must ensure use of:

- a group of minimum three and maximum six handlers including the candidate
- horses, matched to all handlers as above; these must be:
  - calm, consistent and obedient horses for the first, second and third assessment occasion
  - compliant and manageable horses for the fourth assessment occasion
- equipment used to catch, lead and tie up horses:
  - halters
  - leads
  - tie up points
- organisational safety and emergency response procedures for handling horses.

Assessment must ensure access to:

- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU001 Handle horses, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience in a role involving handling horses where they have applied the skills and knowledge covered in this unit of competency, and
- hold accreditation relevant to assessing handling skills covered by this unit; accreditation refers to:
  - accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
  - certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOEQU002 Ride horses using fundamental skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ride horses at walk, trot and canter to a fundamental skill level.

Horses are only ridden in fenced arenas. During all activities, riders are under the direct instruction of qualified instructors who are proficient riders.

This unit applies to individuals who are new and or inexperienced horse riders and who are developing their initial riding skills. They would progressively develop additional riding skills required for work, recreational or competitive activities after achieving the foundation competency described by this unit.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for safe riding activities.	1.1. Assess, with instructor, horse behaviour and suitability for riding activity and own skill level. 1.2. Assess, with instructor, level of horse education and suitability for riding activity and own skill level.

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	1.3. Discuss and identify, with instructor, potential hazards and associated risks for riding environment, weather, horse and riding activity.
	1.4. Confirm activity safety and emergency response procedures to ensure compliance during horse handling and riding activities.
2. Select and prepare tack, horse and personal equipment.	2.1. Check condition of assigned horse, report any signs of illness or injury, select grooming equipment and groom before fitting tack.
	2.2. Select tack and personal equipment to match riding conditions, and check it is in safe working condition.
	2.3. Fit and adjust tack and personal equipment to self and horse to ensure comfort and safety.
	2.4. Present horse and self to instructor for check prior to mounting.
3. Mount and ride horses.	3.1. Follow all instructions and safety directions to control horse throughout riding activities.
	3.2. Mount horse safely and to ensure balance; check and adjust equipment as required.
	3.3. Interpret behavioural signals, use positive body language and aids to direct, communicate with and control horse.
	3.4. Use upright seat to walk, trot and canter horse calmly and maintain rider balance throughout.
	3.5. Control horse line of direction and speed at halt, walk, trot and canter.
	3.6. Ride horse under control in a group and alone, through a range of movements.
	3.7. Control horse line of direction and speed to safely approach and avoid hazards.
	3.8. Maintain safe zones and communication protocols during group riding activities.
4. Dismount, cool down and release horse.	4.1. Dismount horse safely to ensure balance, lead horse, ensuring safety of horse and self.
	4.2. Remove equipment from horse according to organisational safety procedures.
	4.3. Cool horse down as necessary.
	4.4. Release horse to enclosure according to organisational safety procedures.
	4.5. Check equipment for wear or breakage, and report any

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	faults.
5. Evaluate riding techniques.	5.1. Evaluate riding skills after each ride and discuss techniques and adherence to safety requirements with instructor. 5.2. Identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed and familiar organisational safety and emergency response procedures.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify and confirm riding conditions, instructions, directions and feedback • clearly interact verbally and non-verbally with other riders to maintain a positive and safe riding environment.
Learning skills to:	• modify and use new techniques according to riding conditions and horse behaviour.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOEQU002 Ride horses using fundamental skills

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete three rides under direct instruction in an arena on three different calm, consistent and obedient horses
- ride within a group of minimum two and maximum eight riders during each ride
- across the three rides, cumulatively use the following fundamental handling and riding skills:
  - saddling and adjusting tack; unsaddling
  - bridling and adjusting tack; unbridling
  - mounting and dismounting with assistance
  - holding, lengthening and shortening the reins
  - maintaining gaps between horses during group rides
  - using a balanced, independent upright seat position
  - starting and stopping
  - techniques to stop horse in an emergency
  - walking horses including:
    - maintaining balance and control
    - halt-walk transitions and walk-halt transitions
    - turning and guiding the horse at the walk
  - trotting horses including:
    - maintaining balance and control
    - rising trot
    - turning and guiding the horse at the trot
    - walk-trot and trot-walk transitions
  - cantering horses including:
    - maintaining balance and control
    - turning and guiding the horse at the canter
    - cantering on correct lead
    - trot-canter and canter-trot transitions
  - providing direction to the horse using the following aids:
    - legs

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    - reins
    - seat
  - riding movements:
    - straight lines
    - diagonal lines
    - circles
  - riding towards and away from the group
  - cooling down horses
- during each ride, consistently:
  - use safe horse handling and riding practices and techniques to effectively control the horse
  - follow instructions and safety directions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for riding activities
- factors that affect the matching of horses to riders at a fundamental level of understanding to include:
  - rider's age, size, weight, physical capabilities and skill level
  - horse age, size, behaviour and level of education
- a range of potential hazards connected to the arena environment, weather and horse, and commonly used control measures
- communication protocols for group rides
- the meaning of safe zone for riding in a group and techniques used to maintain gaps between horses
- common behaviour patterns of horses during group rides
- basic indicators of horse illness and injury
- reasons for grooming horses prior to fitting tack and risks associated with not grooming
- safe grooming techniques, purpose, features and use of grooming equipment used before fitting tack
- purpose, features of, and techniques used to fit and adjust tack to ensure correct fit, comfort for horse and safety of rider to include:
  - saddles
  - saddles cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
- safe techniques used to unsaddle and unbridle horses
- purpose and features of personal protective equipment for riders to include:

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  - clothing
  - footwear
  - helmets
- fundamental horse riding techniques used to control horses safely and effectively to include those for:
  - mounting and dismounting with assistance
  - holding, lengthening and shortening the reins
  - maintaining gaps between horses during group rides
  - using a balanced, independent upright seat position
  - starting and stopping
  - techniques to stop horse in an emergency
  - walking horses including:
    - maintaining balance and control
    - halt-walk transitions and walk-halt transitions
    - turning and guiding the horse at the walk
  - trotting horses including:
    - maintaining balance and control
    - rising trot
    - turning and guiding the horse at the trot
    - walk-trot and trot-walk transitions
  - cantering horses including:
    - maintaining balance and control
    - turning and guiding the horse at the canter
    - cantering on correct lead
    - trot-canter and canter-trot transitions
  - providing direction to the horse using the following aids:
    - legs
    - reins
    - seat
  - riding movements:
    - straight lines
    - diagonal lines
    - circles
  - riding towards and away from the group
  - cooling down horses.

Assessment Conditions

Skills must be demonstrated within a fenced horse riding arena with a safe surface for the horse riding exercises.

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Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate's and other participant riders' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and other participants to ensure that rider and horse combination is safe.

Assessment must ensure use of:

- a group of minimum two and maximum eight riders, including the candidate
- calm, consistent and obedient horses, matched to all riders as above, and educated for recreational purposes and inexperienced riders
- mounting blocks or ramps
- grooming equipment to include:
  - dandy and body brushes
  - plastic or rubber curry combs
  - mane or tail brush
  - hoof picks
- tack to include:
  - saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
- personal protective equipment to include:
  - riding boots
  - Australian Standard, or equivalent, compliant helmets
- organisational safety and emergency response procedures for riding activities.

Assessment must ensure access to:

- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

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- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU002 Ride horses using fundamental skills, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- hold a qualification or Statement of Attainment which includes the unit SISOEQU008 Instruct fundamental horse riding skills, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by that unit, and
- have at least three years' experience in a role involving equestrian, outdoor recreational or instructional riding where they have applied the skills and knowledge covered in this unit of competency, and
- hold accreditation relevant to assessing riding skills covered by this unit; accreditation refers to:
  - accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
  - certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.

Links

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SISOEQU003 Ride horses on tracked trail rides

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Application

This unit describes the performance outcomes, skills and knowledge required to ride horses on basic trail rides along tracked areas with reasonably level terrain, no steep ascents, descents or gullies and some known simple terrain hazards.

These personal riding skills are required by support staff, guides and trail bosses to lead participants on basic trail rides offered by outdoor recreation operators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

SISOEQU002 Ride horses using fundamental skills

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1.Select and prepare tack, horse and personal equipment.	1.1. Confirm activity safety and emergency response procedures to ensure compliance during horse handling and riding activities.
	1.2. Assess horse and select to match own skill level and riding conditions.
	1.3. Check condition of horse, confirm soundness and groom

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	before fitting tack. 1.4. Select tack and personal equipment to match riding conditions, and check it is in safe working condition. 1.5. Fit and adjust tack and personal equipment to self and horse to ensure comfort and safety.
2. Ride horses in tracked trail ride environments.	2.1. Mount and dismount horse safely in tracked trail ride environments without assistance according to organisational safety procedures. 2.2. Interpret behavioural signals, use positive body language and aids to direct, communicate with and control horse. 2.3. Use appropriate posture for horse riding, and safely and effectively handle the horse in a range of movements. 2.4. Establish and maintain an appropriate rhythm and pace. 2.5. Maintain safe zones and communication protocols during group riding activities. 2.6. Use practices to minimise impact of horse riding on the environment according to organisational policies and procedures.
3. Negotiate environmental obstacles and inclines.	3.1. Choose, and maintain riding position appropriate for negotiating obstacles and grade of incline. 3.2. Control horse resistance, line of direction and speed to safely approach, avoid or negotiate obstacles. 3.3. Control line of direction and speed of horse using appropriate gait to negotiate ascending and descending inclines of mild grades.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures which can include those for safety, emergency response and minimal impact to the environment.
Oral communication skills to:	• clearly interact verbally and non-verbally with other riders to maintain a positive and safe riding environment.

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Planning and organising skills to:	• manage own timing to complete trail ride within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOEQU003 Ride horses on tracked trail rides

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete two different trail rides, each lasting for a minimum of one hour, on two different compliant and manageable horses
- ride within a group of minimum five and maximum ten participants during each trail ride
- during each ride:
  - walk, trot and canter the horse under control on the flat
  - negotiate ascending and descending inclines of mild grades under control
  - provide direction to the horse using the following aids:
    - legs
    - reins
    - seat
    - voice
  - ride the horse through this range of movements:
    - turns
    - halts
  - ride towards and away from the group
  - ride towards, around and away from hazards
  - consistently use safe horse riding practices and techniques to effectively control the horse.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for riding horses in tracked environments
- organisational policies, procedures and codes for minimal impact of horse riding activities to the environment
- factors that affect the selection of horses, tack, especially saddles, and personal protective equipment to suit trail guides leading groups in tracked areas
- communication protocols for group trail rides in tracked environments

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- the meaning of safe zone for group trail rides in tracked environments and techniques used to maintain gaps between horses
- common behaviour patterns of horses during group trail rides
- horse riding techniques used to control horses safely and effectively in tracked environments to include those for:
  - mounting and dismounting without assistance in the open
  - starting and stopping
  - different seat positions for ascending and descending inclines which are not steep
  - walking, trotting and cantering horses on the flat
  - negotiating ascending and descending inclines of mild grades
  - aids to direct the horse:
    - legs
    - reins
    - seat
    - voice
  - riding movements:
    - turns
    - halts
  - riding towards and away from the group
  - riding towards, around and away from hazards
- typical hazards and obstacles found in tracked environments and techniques used to safely negotiate these.

Assessment Conditions

Skills must be demonstrated in a horse trail riding environment meeting the following conditions:

- tracked areas with reasonably level terrain
- no steep ascents, descents or gullies
- known simple terrain hazards.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate's and other participant riders' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and other participants to ensure that rider and horse combination is safe.

Assessment must ensure use of:

- a group of minimum five and maximum ten riders, including the candidate

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- compliant and manageable horses, matched to the candidate as above, and educated for trail ride conditions
- calm, consistent and obedient horses, matched to participant riders as above, and educated for trail ride conditions
- grooming equipment to include:
  - dandy and body brushes
  - plastic or rubber curry combs
  - mane or tail brush
  - hoof picks
- tack to include:
  - saddles which can be stock, hybrid or western saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
- personal protective equipment to include:
  - riding boots
  - Australian Standard, or equivalent, compliant helmets
- organisational safety and emergency response procedures for riding horses in tracked environments
- organisational policies, procedures and codes for minimal impact of horse riding activities to the environment.

Assessment must ensure access to:

- breastplates and cruppers
- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU003 Ride horses on tracked trail rides, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- hold a qualification or Statement of Attainment which includes the unit SISOEQU009 Instruct the advancement of recreational horse riding skills, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by that unit, and
- have at least three years' experience as a trail guide or trail boss where they have applied the skills and knowledge covered in this unit of competency, and

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- hold accreditation relevant to assessing riding skills covered by this unit; accreditation refers to:
  - accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
  - certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.

Links

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SISOEQU004 Ride horses on untracked trail rides

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Application

This unit describes the performance outcomes, skills and knowledge required to ride horses on complex trail rides along untracked areas with steep or difficult terrain, numerous obstacles and or environmental extremes. Rides would typically involve overnight stays and this unit requires the ability to manage horses overnight.

These personal riding skills are required by support staff, guides and trail bosses to lead participants on complex trail rides offered by outdoor recreation operators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

SISOEQU002 Ride horses using fundamental skills

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Select and prepare tack, horse and personal equipment.	1.1. Confirm activity safety and emergency response procedures to ensure compliance during horse handling and riding activities. 1.2. Assess horse and select to match own skill level and riding conditions.

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	1.3. Check condition of horse, confirm soundness and groom before fitting tack.
	1.4. Select tack and personal equipment to match riding conditions for difficult untracked terrain, and check it is in safe working condition.
	1.5. Fit and adjust tack and personal equipment to self and horse to ensure comfort and safety.
2. Ride horses in untracked trail ride environments.	2.1. Mount and dismount horse safely in untracked trail environments without assistance according to organisational safety procedures.
	2.2. Interpret behavioural signals, use positive body language and aids to direct, communicate with and control horse.
	2.3. Use appropriate posture for horse riding in difficult terrain and safely and effectively handle the horse in a range of movements.
	2.4. Instigate a gait appropriate to the terrain, establish and maintain an appropriate rhythm and adjust according to conditions and terrain.
	2.5. Maintain safe zones according to the terrain and environmental hazards.
	2.6. Maintain communication protocols during group riding activities.
	2.7. Use practices to minimise impact of horse riding on the environment according to organisational policies and procedures.
3. Negotiate environmental obstacles and steep inclines.	3.1. Consistently control horse to safely approach and negotiate constant and unpredictable environmental hazards and obstacles.
	3.2. Choose appropriate gait, and control horse resistance, line of direction and pace to ride over uneven and unstable ground, to ride through water, and to negotiate ascending and descending steep inclines.
	3.3. Monitor horse behaviour towards obstacles and use techniques to maintain horse confidence and calmness.
4. Manage horses overnight.	4.1. Assess prevailing conditions and select suitable site for containing or tethering horses.
	4.2. Set up temporary horse containment area or tethering systems to ensure security and welfare overnight.
	4.3. Check condition and health of horses and treat as required.
	4.4. Monitor safety and security of horses through the night.

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4.5. Store equipment securely to avoid damage and exposure to weather conditions.

4.6. Return site to equal or greater standard on departure to minimise impact on environment.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures which can include those for safety, emergency response and minimal impact to the environment.
Oral communication skills to:	• clearly interact verbally and non-verbally with other riders to maintain a positive and safe riding environment.
Teamwork skills to:	• work cooperatively with other riders to set up horse containment and monitor horse security and welfare.
Planning and organising skills to:	• manage own timing to complete trail ride within planned timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOEQU004 Ride horses on untracked trail rides

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete two different trail rides, each lasting for a minimum of four hours, on two different compliant and manageable horses
- ride within a group of minimum five and maximum ten participants during each trail ride
- during each ride:
  - walk, trot and canter the horse under control within the terrain covered
  - provide direction to the horse using the following aids:
    - legs
    - reins
    - seat
    - voice
  - ride the horse through this range of movements:
    - turns
    - halts
    - laterals
    - backing up the horse
  - ride towards and away from the group
  - consistently use safe horse handling and riding practices and techniques to effectively control the horse.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for riding horses in untracked areas
- organisational policies, procedures and codes for minimal impact of horse riding activities to the environment
- factors that affect the selection of horses, tack, especially saddles, and personal protective equipment to suit trail guides leading groups in untracked areas with difficult terrain
- communication protocols for group trail rides in untracked environments

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- the meaning of safe zone for group trail rides in untracked areas and how these can vary according to the terrain and environmental hazards
- common behaviour patterns of horses during group trail rides in untracked areas with difficult terrain
- horse riding techniques used to control horses safely and effectively in untracked environments with difficult terrain to include those for:
  - mounting and dismounting without assistance in the open
  - different seat positions and when these are required by the terrain
  - starting and stopping
  - walking, trotting and cantering horses and which gait is suitable for particular environmental features and obstacles
  - aids to direct the horse:
    - legs
    - reins
    - seat
    - voice
  - riding movements:
    - turns
    - halts
    - laterals
    - backing up the horse
  - riding towards and away from the group
- hydrological features of rivers, creeks and oceans including direction and speed of flow, currents and eddies, hazards they present and impacts on where horses can safely cross
- typical hazards, obstacles and environmental features found in untracked areas with difficult terrain and techniques used to safely negotiate these:
  - dense vegetation
  - unstable ground
  - rivers and creeks
  - beach sand and water
  - steep inclines
- procedures for safely crossing public roads and travelling along them
- purpose, features and secure set up of:
  - temporary yards
  - high lines
  - picket lines
  - hobbles
  - ground tethers
- daily fluid and nutritional requirements for horses operating in difficult terrain for long distances.

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Assessment Conditions

Skills must be demonstrated in a horse trail riding environment meeting the following conditions:

- untracked areas with difficult terrain
- steep ascents and descents
- numerous environmental obstacles.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate's and other participant riders' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and other participants to ensure that rider and horse combination is safe.

Assessment must ensure use of:

- a group of minimum five and maximum ten riders, including the candidate
- compliant and manageable horses, matched to all riders as above, and educated for untracked trail ride conditions
- grooming equipment to include:
  - dandy and body brushes
  - plastic or rubber curry combs
  - mane or tail brush
  - hoof picks
- tack to include:
  - saddles which can be stock, hybrid or western saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
  - saddle bags
- personal protective equipment to include:
  - sun protection and wet weather clothing
  - riding boots
  - Australian Standard, or equivalent, compliant helmets
- horse equipment for overnight stays which can include:
  - halters
  - leads

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  - bags, nets or bins used to feed horses
  - temporary yards
  - high lines
  - picket lines
  - hobbles
  - ground tethers
- food and water resources for horses
- organisational safety and emergency response procedures for riding horses in untracked areas
- organisational policies, procedures and codes for minimal impact of horse riding activities to the environment.

Assessment must ensure access to:

- breastplates and cruppers
- human and equine first aid equipment
- navigation equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU004 Ride horses on untracked trail rides, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- hold a qualification or Statement of Attainment which includes the unit SISOEQU009 Instruct the advancement of recreational horse riding skills, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by that unit, and
- have at least three years' experience as a trail guide or trail boss where they have applied the skills and knowledge covered in this unit of competency, and
- hold accreditation relevant to assessing riding skills covered by this unit; accreditation refers to:
  - accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
  - certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.

Links

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SISOEQU005 Guide horse trail rides in tracked areas

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Application

This unit describes the performance outcomes, skills and knowledge required to guide participants on basic trail rides along tracked areas with reasonably level terrain, no steep ascents, descents or gullies and some known simple terrain hazards.

It requires the ability to demonstrate, to participants, basic horse riding techniques appropriate for undemanding terrain, and to manage group riding for basic trail rides. To do this, guides must be proficient horse riders.

This unit applies to guides and trail bosses who work for outdoor recreation operators which provide basic trail rides of varying duration.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Confirm operational details for trail rides.	1.1. Interpret activity plans and risk assessments for trail ride and confirm suitability.

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	1.2. Access and interpret current weather and environmental information to ascertain impacts on riding activity.
	1.3. Make adjustments to route and activity as required, and inform relevant personnel of route and anticipated timings before departure.
2. Prepare and pack equipment for rides.	2.1. Select communication equipment suitable for destinations and check for safe working condition.
	2.2. Prepare first aid, other equipment and resources for horses and riders according to operational requirements of trail ride.
3. Prepare tack, horses and participants.	3.1. Select horses of suitable history, size and temperament to match participant capabilities and obtain participant disclaimer.
	3.2. Confirm participants have clothing and footwear appropriate for the ride and forecasted weather conditions.
	3.3. Select riding equipment to match riders and riding conditions and check it is in safe working condition.
	3.4. Fit and adjust tack and personal equipment to participants and horses to ensure comfort and safety.
	3.5. Assist with mounting of horses, check and adjust rider equipment.
4. Brief and instruct participants.	4.1. Communicate instructions and information about ride in a manner appropriate to participants and encourage questions and advice before and during ride.
	4.2. Provide information on practices to minimise impact of horse riding on the environment.
	4.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
	4.4. Advise participants of order of ride procedures and communication protocols to use during ride.
	4.5. Provide information to participants about their horses and behaviour pattern.
	4.6. Demonstrate correct horse handling and riding techniques appropriate for undemanding terrain.
	4.7. Check and confirm participant ability to start and stop horse and control horse direction and speed before departure.
	4.8. Check matching of rider to horse and adjust as required.
5. Lead rides in tracked areas.	5.1. Lead horses from designated order of ride position, adjusting position and role as required.
	5.2. Provide clear demonstrations and concise directions to

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	participants during ride to negotiate undemanding terrain. 5.3. Monitor individual participant performance and provide directions to improve techniques and control of horse. 5.4. Monitor participant adherence to order of ride and safety procedures and assertively correct breaches. 5.5. Monitor horse behaviour and interaction and promptly control aggressive, misbehaved and frightened horses. 5.6. Monitor riding conditions and hazards, including signs of rider and horse difficulty, to ensure rider and horse safety and welfare during ride. 5.7. Lead a mounted rider from horseback when required. 5.8. Implement required modifications to activity, speed and route to ensure participant safety and comfort and completion within ride timelines. 5.9. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post ride responsibilities.	6.1. Notify relevant personnel of ride completion. 6.2. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.3. Check condition of horses and deal with any injuries according to organisational procedures. 6.4. Document any equipment faults, horse injuries and safety incidents. 6.5. Evaluate the ride through a debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• interpret complex and sometimes unfamiliar documents and information which can include:
	  • activity plans and risk assessments
	  • organisational policies and procedures
	  • weather and other environmental information.

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Writing skills to:	• use fundamental sentence structure to complete forms that require factual information; these can include:
	  • safety checklists
	  • equipment faults
	  • incident reports.

Oral communication skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood by riders • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of guides, support staff and base operational staff to organise ride logistics, solve operational problems and deliver a quality ride experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete trail rides within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOEQU005 Guide horse trail rides in tracked areas

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- guide two different trail rides, each lasting for a minimum of one hour, on two different compliant and manageable horses
- during each of the rides, at different times, assume the position of both front rider guide and drag or roving rider guide
- guide a minimum of five and a maximum of ten participants during each trail ride
- during each ride:
  - consistently control participant adherence to safety procedures and practices
  - consistently monitor and control horse behaviour
  - consistently ensure riders are in control of their horse and provide assistance with riding techniques as required
- according to scenarios:
  - provide responses to two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for guiding horse trail rides
- organisational policies, procedures and codes for minimal impact of horse riding activities to the environment
- basic aspects of applicable state, territory, local government or land manager environmental regulations sufficient to know where trail rides may be operated in tracked areas and under what conditions
- sources of information on weather and environmental conditions and how to use to ascertain riding conditions
- the effects of weather on riding conditions, route and selection of personal equipment and tack
- purpose, features and safe set up of horse riding tack for trail rides:

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    - saddles of different types and their suitability for different riders and trails with undemanding terrain
    - equipment to ensure security of saddle position on varying terrain including breastplates and cruppers
    - halters and ropes and techniques for securing during travel
- factors that affect the selection of tack and personal protective equipment to suit individual riders
- key features of different types of communication equipment used for basic trail rides, and factors that affect choice:
    - global positioning systems (GPS)
    - two-way radios
    - mobile phones and applications
- clothing requirements for trail rides to protect against sunburn, heat stroke, wet and cold weather
- waterproofing and stowing techniques used to keep clothing and equipment dry during ride
- communication protocols for group trail rides in tracked environments
- order of ride procedures for group trail rides to include positioning and roles of:
    - front rider
    - drag roving rider guide
    - assistant guides and support staff
    - participant riders
- behavioural history of individual horses chosen for the ride
- common behavioural problems of horses during group trail rides
- techniques used to control adverse horse behaviour while maintaining welfare of the horse and safety of rider.

Assessment Conditions

Skills must be demonstrated in a horse trail riding environment meeting the following conditions:

- tracked areas with reasonably level terrain
- no steep ascents, descents or gullies
- known simple terrain hazards.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate’s and other participant riders’ characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and other participants to ensure that rider and horse combination is safe.

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Assessment must ensure use of:

- a group of minimum five and maximum ten participant riders whom the individual guides
- compliant and manageable horses, matched to the candidate as above, and educated for trail ride conditions
- calm, consistent and obedient horses, matched to participant riders as above, and educated for trail ride conditions
- tack to include:
  - halters
  - leads
  - ropes
  - saddles which can be stock, hybrid or western saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
- personal protective equipment to include:
  - riding boots
  - Australian Standard, or equivalent, compliant helmets
- communication equipment including equipment for emergency response
- activity plans
- risk assessments for trail rides to include known and anticipated hazards, safety risks and control measures
- hard copy or online information on weather and other environmental conditions
- template:
  - safety checklists
  - participant disclaimers
  - equipment fault reports
  - incident reports
- organisational safety, emergency response and first aid procedures for guiding horse trail rides
- organisational policies, procedures and codes for minimal impact of horse riding activities to the environment
- plain English documents issued by state, territory, local government regulators or land managers describing regulations for operating horse trail rides in tracked areas.

Assessment must ensure access to:

- breastplates and cruppers
- human and equine first aid equipment.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU005 Guide horse trail rides in tracked areas, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience as a trail guide or trail boss where they have applied the skills and knowledge covered in this unit of competency, and
- hold accreditation relevant to assessing trail guide skills covered by this unit; accreditation refers to:
  - accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
  - certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.
  -

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISOEQU006 Guide horse trail rides in untracked areas

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Application

This unit describes the performance outcomes, skills and knowledge required to guide participants on complex trail rides along untracked areas with steep or difficult terrain, numerous obstacles and or environmental extremes.

It requires the ability to demonstrate, to participants, horse handling and riding techniques appropriate for challenging terrain, and to manage group riding for complex trail rides. To do this, guides must be proficient horse riders.

This unit applies to guides and trail bosses who work for outdoor recreation operators which provide complex trail rides of varying duration.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Confirm operational details for trail rides.	1.1. Interpret activity plans and risk assessments for trail ride and confirm suitability.

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	1.2. Access and interpret current weather and environmental information to ascertain impacts on riding activity.
	1.3. Make adjustments to route and activity as required, and inform relevant personnel of route and anticipated timings before departure.
2. Prepare and pack equipment for rides.	2.1. Select navigation and communication equipment suitable for destinations and check for safe working condition.
	2.2. Prepare first aid and other equipment for horses and riders according to operational requirements of trail ride.
	2.3. Prepare food and water resources for horses and riders for duration of ride.
	2.4. Pack saddle bags to ensure even weight distribution, horse comfort and wellbeing.
3. Prepare tack, horses and participants.	3.1. Select horses of suitable history, size and temperament to match participant capabilities and obtain participant disclaimer.
	3.2. Confirm participants have clothing and footwear appropriate for the ride and changing weather conditions.
	3.3. Select riding equipment to match riders and riding conditions and check it is in safe working condition.
	3.4. Fit and adjust tack and personal equipment to participants and horses to ensure comfort and safety.
	3.5. Assist with mounting of horses, check and adjust rider equipment.
4. Brief and instruct participants.	4.1. Communicate instructions and information about ride in a manner appropriate to participants and encourage questions and advice before and during ride.
	4.2. Provide information on practices to minimise impact of horse riding on the environment.
	4.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
	4.4. Advise participants of order of ride procedures and communication protocols to use during ride.
	4.5. Provide information to participants about their horses and behaviour pattern.
	4.6. Demonstrate correct horse handling and riding techniques appropriate for difficult untracked terrain.
	4.7. Check and confirm participant riding ability for terrain, ability to start and stop horse, and control horse direction and speed before departure.

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	4.8. Check matching of rider to horse and adjust as required.
5. Lead rides in untracked areas.	5.1. Lead mounted and unmounted horses from designated order of ride position, adjusting position and role as required. 5.2. Provide clear demonstrations and concise directions to participants during ride to negotiate difficult terrain. 5.3. Monitor individual participant performance and provide directions to improve techniques and control of horse. 5.4. Monitor participant adherence to order of ride and safety procedures and assertively correct breaches. 5.5. Monitor horse behaviour and interaction and promptly control aggressive, misbehaved and frightened horses. 5.6. Monitor riding conditions and hazards, including signs of rider and horse difficulty, to ensure rider and horse safety and welfare during ride. 5.7. Implement required modifications to activity, speed and route to ensure participant safety and comfort and completion within ride timelines. 5.8. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post-ride responsibilities.	6.1. Notify relevant personnel of ride completion. 6.2. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. 6.3. Check condition of horses and deal with injuries according to organisational procedures. 6.4. Document any equipment faults, horse injuries and safety incidents. 6.5. Evaluate the ride through a debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret complex and sometimes unfamiliar documents and information which can include:
	  • activity plans and risk assessments
	  • organisational policies and procedures
	  • weather and other environmental information.

Writing skills to:	• use fundamental sentence structure to complete forms that require factual information, these can include:
	  • safety checklists
	  • equipment faults
	  • incident reports.

Oral communication skills to:	• provide clear and unambiguous instructions to participants using language and terms easily understood by riders • ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of guides, support staff and base operational staff to organise ride logistics, solve operational problems and deliver a quality ride experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete trail rides within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISOEQU006 Guide horse trail rides in untracked areas

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- guide two different trail rides, each lasting for a minimum of four hours, on two different compliant and manageable horses
- during each of the rides, at different times, assume the position of both front rider guide and drag or roving rider guide
- guide a minimum of five and a maximum of ten participants during each trail ride
- during each ride:
  - consistently control participant adherence to safety procedures and practices
  - consistently monitor and control horse behaviour
  - consistently ensure riders are in control of their horse and provide assistance with riding techniques as required
- according to scenarios:
  - provide responses to two emergency situations and complete two incident reports
  - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for guiding horse trail rides
- organisational policies, procedures and codes for minimal impact of horse riding activities to the environment
- basic aspects of applicable state, territory, local government or land manager environmental regulations sufficient to know where trail rides may be operated in untracked and environmentally sensitive areas and under what conditions
- sources of information on weather and environmental conditions and how to use to ascertain riding conditions
- the effects of weather on riding conditions, route and selection of personal equipment and tack
- purpose, features and safe set up of horse riding tack for trail rides:

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    - saddles of different types and their suitability for different riders and trails with difficult terrain
    - equipment to ensure security of saddle position on difficult terrain including breastplates and cruppers
    - halters and ropes and techniques for securing during travel
    - saddle bags
- factors that affect the selection of tack and personal protective equipment to suit individual riders
- key features of different types of navigation and communication equipment used for complex trail rides, and factors that affect choice:
    - compass
    - route maps
    - topographic maps
    - global positioning systems (GPS)
    - two-way radios
    - mobile phones and applications
    - satellite phones
    - alerting and tracking devices including personal locator beacons (PLBs)
- clothing requirements for trail rides to protect against sunburn, heat stroke, wet and cold weather
- waterproofing and stowing techniques used to keep clothing and equipment dry during ride
- communication protocols for group trail rides in untracked environments
- order of ride procedures for group trail rides to include positioning and roles of:
    - front rider
    - drag roving rider guide
    - assistant guides and support staff
    - participant riders
    - unmounted horses
- procedures for safely crossing public roads and travelling along them
- behavioural history of individual horses chosen for the ride
- common behavioural problems of horses during group trail rides in untracked areas with difficult terrain
- techniques used to control adverse horse behaviour while maintaining welfare of the horse and safety of rider.

Assessment Conditions

Skills must be demonstrated in a horse trail riding environment meeting the following conditions:

- untracked areas with difficult terrain
- steep ascents and descents

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- numerous environmental obstacles.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate's and other participant riders' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and other participants to ensure that rider and horse combination is safe.

Assessment must ensure use of:

- a group of minimum five and maximum ten participant riders whom the individual guides
- compliant and manageable horses, matched to all riders as above, and educated for untracked trail ride conditions
- tack to include:
  - halters
  - leads
  - ropes
  - saddles which can be stock, hybrid or western saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
  - saddle bags
- personal protective equipment to include:
  - sun protection and wet weather clothing
  - riding boots
  - Australian Standard, or equivalent, compliant helmets
- navigation equipment
- communication equipment including equipment for emergency response
- activity plans
- risk assessments for trail rides to include known and anticipated hazards, safety risks and control measures
- hard copy or online information on weather and other environmental conditions
- template:
  - safety checklists
  - participant disclaimers
  - equipment fault reports
  - incident reports

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- organisational safety, emergency response and first aid procedures for guiding horse trail rides
- organisational policies, procedures and codes for minimal impact of horse riding activities to the environment
- plain English documents issued by state, territory, local government regulators or land managers describing regulations for operating horse trail rides in untracked areas.

Assessment must ensure access to:

- breastplates and cruppers
- human and equine first aid equipment.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU006 Guide horse trail rides in untracked areas, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience as a trail guide or trail boss where they have applied the skills and knowledge covered in this unit of competency, and
- hold accreditation relevant to assessing trail guide skills covered by this unit; accreditation refers to:
  - accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
  - certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.

Links

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SISOEQU007 Instruct horse handling skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to teach handlers and riders to safely handle horses, particularly those used in equestrian sport or recreational riding programs but it could have wider application to other equine settings.

It requires the ability to plan, organise and deliver individual training sessions within an overall learning program designed to progressively develop participants' horse handling skills.

This unit applies to instructors and coaches who work for a range of organisations including those involved in equestrian sport, instructional, recreational riding and other programs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan instructional sessions.	1.1. Determine objectives of individual sessions to allow progression of skills within overall learning program.
	1.2. Identify and evaluate participant needs, characteristics and

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	current horse handling skills.
	1.3. Develop session plans to include appropriate activities for learner requirements and stage of skills acquisition.
	1.4. Identify suitable environment, horses and equipment for handling session.
	1.5. Complete session specific risk assessment and determine safety, emergency response and first aid procedures.
2. Prepare for session.	2.1. Set up area for activities and complete safety checks on environment.
	2.2. Select horses of suitable history, size and temperament to match participant capabilities.
	2.3. Select gear and equipment to match handling activities, and check it is in safe working condition.
	2.4. Confirm participants have clothing and footwear appropriate for handling session
3. Brief participants.	3.1. Communicate instructions and information about session in a manner appropriate to participants.
	3.2. Encourage participants to ask questions and seek advice before and during session.
	3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
	3.4. Advise participants of communication protocols to use during activities.
4. Instruct horse handling sessions.	4.1. Implement teaching and coaching techniques to impart skills and knowledge for handling techniques.
	4.2. Provide clear and accurate exercise instructions and horse handling demonstrations throughout the session.
	4.3. Facilitate effective group communication and interaction to maintain group control, engagement and safety.
	4.4. Observe and monitor participant performance of handling techniques and provide corrective instruction.
	4.5. Monitor participant adherence to safety procedures and assertively correct breaches.
	4.6. Monitor horse behaviour and interaction and promptly control aggressive, misbehaved and frightened horses.
	4.7. Supervise safe departure of participants from horse enclosure.
5. Evaluate the session.	5.1. Debrief and encourage participants to identify personal skill

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progression and satisfaction with session.

5.2. Provide feedback on techniques and adherence to safety requirements.

5.3. Self-evaluate session against learning objectives and identify areas for future improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational safety, emergency response and first aid procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the activities • use fundamental sentence structure to complete safety checklists that require factual information.
Oral communication skills to:	• provide clear and unambiguous instructions to learners using language and terms easily understood by novice handlers • ask open and closed probe questions and actively listen to determine learners' understanding of handling techniques.
Planning and organising skills to:	• manage own timing and that of participants to complete instructional sessions within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOEQU007 Instruct horse handling skills

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop three session plans for three different horse handling instructional sessions
- deliver three instructional sessions according to the session plans developed:
  - deliver one session to a single learner handler
  - deliver two sessions to a group of minimum three and maximum six learners
- across the three instructional sessions, cumulatively incorporate activities to develop the following horse handling skills for learners:
  - approaching horses with halters and leads
  - catching horses alone and in groups, and fitting halters and leads
  - using cues to start, stop and turn horses
  - leading horses through confined spaces
  - leading horses alone and in groups
  - holding horses in position when lined up in groups
  - tying up and untying horses
  - releasing horses alone and in groups
- during all instructional activities:
  - consistently control participant adherence to safety procedures
  - consistently monitor and control horse behaviour.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for horse handling instructional sessions
- requirements of overall learning program and how sessions are sequenced to progressively develop handling skills
- format and contents of session plans
- how characteristics of participants affect the choice of sessional activities:
  - age
  - current horse handling experience and skill level

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    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
- suitable environments for delivery of horse handling activities
- factors that affect the selection of equipment to suit handlers and activities
- clothing and footwear requirements for horse handlers
- communication protocols used between participants, instructors and horses during instructional sessions
- teaching and coaching techniques applicable to horse handling and a range of ages and learning abilities
- techniques used to provide constructive feedback to learners
- a range of instructional activities used to develop the following horse handling skills:
    - approaching horses with halters and leads
    - catching horses alone and in groups, and fitting halters and leads
    - using cues to start, stop and turn horses
    - leading horses through confined spaces
    - leading horses alone and in groups
    - holding horses in position when lined up in groups
    - tying up and untying horses
    - releasing horses alone and in groups
- common behavioural problems of horses when being handled
- techniques used to control adverse horse behaviour while maintaining welfare of the horse and safety of handler.

Assessment Conditions

Skills must be demonstrated in contained horse handling environments which must include:

- small fenced enclosures
- large fenced enclosures
- areas containing doorways and gates.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate's and participant learners' characteristics and level of horse handling skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and participant learners to ensure that handler and horse combination is safe.

Assessment must ensure use of:

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- learners whom the candidate instructs; for group sessions, a minimum three and maximum six learners
- horses, matched to all handlers as above; these must be:
  - calm, consistent and obedient horses for the first and second instructional sessions delivered by the candidate
  - compliant and manageable horses for the third instructional session delivered by the candidate
- equipment used to handle horses:
  - halters
  - leads
  - tie-up points
- template:
  - session plans
  - safety checklists
- participant profiles to include:
  - age and size
  - current horse handling experience and skill level
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
- organisational safety, emergency response and first aid procedures for horse handling instructional sessions

Assessment must ensure access to:

- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU007 Instruct horse handling skills, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience as a horse handling instructor where they have applied the skills and knowledge covered in this unit of competency, and
- hold accreditation relevant to assessing instructional skills covered by this unit; accreditation refers to:
  - accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
  - certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.

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SISOEQU008 Instruct fundamental horse riding skills

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Application

This unit describes the performance outcomes, skills and knowledge required to teach new and or inexperienced riders the fundamental skills of horse riding.

It requires the ability to plan, organise and deliver individual training sessions within an overall learning program designed to progressively develop participants' fundamental riding skills.

This unit applies to instructors and coaches who facilitate the acquisition of initial riding skills required by recreational and equestrian sport riders before they can progress to higher order skills required for work, recreational or competitive activities. To do this, instructors and coaches must be proficient horse riders.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan instructional sessions.	1.1. Determine objectives of individual sessions to allow progression of skills within overall learning program.

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	1.2. Identify and evaluate participant needs, characteristics and current riding skills.
	1.3. Develop session plans to include appropriate exercises for learner requirements and stage of skills acquisition.
	1.4. Identify suitable environment, horses and equipment for riding session.
	1.5. Complete session specific risk assessment and determine safety, emergency response and first aid procedures.
2. Prepare tack, horses and participants.	2.1. Set up equipment for exercises and complete safety checks on environment and equipment.
	2.2. Select horses of suitable history, size and temperament to match participant capabilities.
	2.3. Check participants' own personal equipment and tack, if provided, and confirm it is in safe working condition.
	2.4. Select organisation's tack and personal equipment to match riders and exercises, and check it is in safe working condition.
	2.5. Direct and assist participants to groom horse, fit and adjust tack and personal equipment; check comfort and safety of fit.
3. Brief participants.	3.1. Communicate instructions and information about session in a manner appropriate to participants.
	3.2. Encourage participants to ask questions and seek advice before and during session.
	3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
	3.4. Advise participants of communication protocols to use during exercises.
4. Instruct fundamental horse riding skills.	4.1. Assist with mounting of horses, check and adjust rider equipment, and prepare horses and participants using safe warm up exercises.
	4.2. Implement teaching and coaching techniques to impart skills and knowledge for fundamental horse riding skills.
	4.3. Provide clear and accurate exercise instructions and or demonstrations throughout the session.
	4.4. Facilitate effective group communication and interaction to maintain group control, engagement and safety.
	4.5. Observe and monitor participant riding performance and provide corrective instruction.
	4.6. Monitor participant adherence to safety procedures and assertively correct breaches.

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	4.7. Monitor horse behaviour and interaction and promptly control aggressive, misbehaved and frightened horses.
5. Evaluate the session.	5.1. Debrief and encourage participants to identify personal skill progression and satisfaction with session. 5.2. Provide feedback on techniques and adherence to safety requirements. 5.3. Self-evaluate session against learning objectives and identify areas for future improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational safety, emergency response and first aid procedures.
Writing skills to :	• prepare detailed session plans incorporating correct terminology and jargon for the exercises • use fundamental sentence structure to complete safety checklists that require factual information.
Oral communication skills to:	• provide clear and unambiguous instructions to learners using language and terms easily understood by novice riders • ask open and closed probe questions and actively listen to determine learners' understanding of riding techniques.
Planning and organising skills to:	• manage own timing and that of participants to complete instructional sessions within organisational service times.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOEQU008 Instruct fundamental horse riding skills

Modification History

Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop three session plans for three different horse riding instructional sessions
- deliver three instructional sessions according to the session plans developed:
  - deliver one session to a single learner rider
  - deliver two sessions to a group of minimum four and maximum eight learners
- across the three instructional sessions, cumulatively incorporate exercises to develop the following fundamental handling and riding skills for learners:
  - saddling and adjusting tack; unsaddling
  - bridling and adjusting tack; unbridling
  - mounting and dismounting with assistance
  - holding, lengthening and shortening the reins
  - maintaining gaps between horses during group rides
  - using a balanced, independent upright seat position
  - starting and stopping
  - techniques to stop horse in an emergency
  - walking horses including:
    - maintaining balance and control
    - halt-walk transitions and walk-halt transitions
    - turning and guiding the horse at the walk
  - trotting horses including:
    - maintaining balance and control
    - rising trot
    - turning and guiding the horse at the trot
    - walk-trot and trot-walk transitions
  - cantering horses including:
    - maintaining balance and control
    - turning and guiding the horse at the canter
    - cantering on correct lead
    - trot-canter and canter-trot transitions

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    - providing direction to the horse using the following aids:
        - legs
        - seat
        - hands
    - riding movements:
        - straight lines
        - diagonal lines
        - circles
    - riding towards and away from the group
    - cooling down horses
- during all instructional activities:
    - consistently control participant adherence to safety procedures
    - consistently monitor and control horse behaviour.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for horse riding instructional sessions
- requirements of overall learning program and how sessions are sequenced to progressively develop riding skills
- format and contents of session plans
- how characteristics of participants affect the choice of sessional activities:
    - age
    - current horse riding experience and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
- suitable environments for delivery of fundamental horse riding exercises
- purpose, features and safe set up of equipment used for fundamental riding exercises
- reasons for grooming horses prior to fitting tack and risks associated with not grooming
- safe grooming techniques, purpose, features and use of grooming equipment used before fitting tack
- purpose, features of, and techniques used to fit and adjust tack to ensure correct fit, comfort for horse and safety of rider to include:
    - saddles of different types and their suitability for different riders and riding activities
    - saddles cloths
    - bridles
    - reins
    - bits

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    - stirrups with safety features
    - breastplates
- safe techniques used to unsaddle and unbridle horses
- purpose and features of personal protective equipment for new and inexperienced riders to include:
    - clothing
    - footwear
    - helmets
- factors that affect the selection of tack and personal protective equipment to suit riders and exercises
- communication protocols used between participants, instructors and horses during instructional sessions
- teaching and coaching techniques applicable to horse riding and a range of ages and learning abilities
- techniques used to provide constructive feedback to learners
- a range of instructional exercises used to develop the following fundamental handling and riding skills:
    - saddling and adjusting tack; unsaddling
    - bridling and adjusting tack; unbridling
    - mounting and dismounting with assistance
    - holding, lengthening and shortening the reins
    - maintaining gaps between horses during group rides
    - using a balanced, independent upright seat position
    - starting and stopping
    - techniques to stop horse in an emergency
    - walking horses including:
        - maintaining balance and control
        - halt-walk transitions and walk-halt transitions
        - turning and guiding the horse at the walk
    - trotting horses including:
        - maintaining balance and control
        - rising trot
        - turning and guiding the horse at the trot
        - walk-trot and trot-walk transitions
    - cantering horses including:
        - maintaining balance and control
        - turning and guiding the horse at the canter
        - cantering on correct lead
        - trot-canter and canter-trot transitions
    - providing direction to the horse using the following aids:
        - legs

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    - seat
    - hands
  - riding movements:
    - straight lines
    - diagonal lines
    - circles
  - riding towards and away from the group
  - cooling down horses
- common behavioural problems of horses during group rides
- techniques used to control adverse horse behaviour while maintaining welfare of the horse and safety of rider.

Assessment Conditions

Skills must be demonstrated within a fenced horse riding arena with a safe surface for the horse riding exercises.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate's and participant learners' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and participant learners to ensure that rider and horse combination is safe.

Assessment must ensure use of:

- learners whom the candidate instructs; these must be experienced riders who role play inexperienced riders during simulated activities
- for group rides, a minimum of four and maximum eight riders
- calm, consistent and obedient horses, matched to all riders as above, and educated for recreational purposes and inexperienced riders
- mounting blocks or ramps
- equipment used for exercises
- tack to include:
  - saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
- personal protective equipment to include:

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  - riding boots
  - Australian Standard, or equivalent, compliant helmets
- template:
  - session plans
  - safety checklists
- participant profiles to include:
  - age, size and weight
  - current horse riding experience and skill level
  - skill development needs
  - fitness level and physical capabilities
  - injuries and medical conditions
- organisational safety, emergency response and first aid procedures for horse riding instructional sessions.

Assessment must ensure access to:

- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU008 Instruct fundamental horse riding skills, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience in a role involving equestrian or outdoor recreational instructional riding where they have applied the skills and knowledge covered in this unit of competency, and
- hold accreditation relevant to assessing instructional skills covered by this unit; accreditation refers to:
  - accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
  - certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.

Links

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SISOEQU009 Instruct the advancement of recreational horse riding skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to teach moderately experienced riders who are seeking to advance their recreational riding skills.

It requires the ability to plan, organise and deliver individual training sessions within an overall learning program designed to progressively advance participants' riding skills.

This unit applies to instructors and coaches who facilitate skills acquisition for recreational riders. To do this, instructors and coaches must be proficient horse riders.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU008 Instruct fundamental horse riding skills

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan instructional sessions.	1.1. Determine objectives of individual sessions to allow progression of skills within overall learning program.

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	1.2. Identify and evaluate participant needs, characteristics and current riding skills.
	1.3. Develop session plans to include appropriate exercises for learner requirements and stage of skills acquisition.
	1.4. Identify suitable environment and equipment for riding session.
	1.5. Complete session specific risk assessment and determine safety, emergency response and first aid procedures.
2. Prepare tack, horses and participants.	2.1. Set up equipment for exercises and complete safety checks on environment and equipment.
	2.2. Select horses of suitable history, size and temperament to match participant capabilities.
	2.3. Check participants' own personal equipment and tack, if provided, and confirm it is in safe working condition.
	2.4. Select organisation's tack and personal equipment to match riders and exercises, and check it is in safe working condition.
	2.5. Assist participants to fit and adjust tack and personal equipment; check comfort and safety of fit.
3. Brief participants.	3.1. Communicate instructions and information about session in a manner appropriate to participants.
	3.2. Encourage participants to ask questions and seek advice before and during session.
	3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
	3.4. Advise participants of communication protocols to use during exercises.
4. Instruct horse riding sessions.	4.1. Supervise mounting of horses and prepare horses and participants using safe warm up exercises.
	4.2. Implement teaching and coaching techniques to impart skills and knowledge to advance learners' riding skills.
	4.3. Provide clear and accurate exercise instructions and or demonstrations throughout the session.
	4.4. Facilitate effective group communication and interaction to maintain group control, engagement and safety.
	4.5. Observe and monitor participant riding performance and provide corrective instruction.
	4.6. Monitor participant adherence to safety procedures and assertively correct breaches.
	4.7. Monitor horse behaviour and interaction and promptly

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	control aggressive, misbehaved and frightened horses.
5. Evaluate the session.	5.1. Debrief and encourage participants to identify personal skill progression and satisfaction with session. 5.2. Provide feedback on techniques and adherence to safety requirements. 5.3. Self-evaluate session against learning objectives and identify areas for future improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational safety, emergency response and first aid procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the exercises • use fundamental sentence structure to complete safety checklists that require factual information.
Oral communication skills to:	• provide clear and unambiguous instructions to learners using language and terms easily understood by riders • ask open and closed probe questions and actively listen to determine learners' understanding of riding techniques.
Planning and organising skills to:	• manage own timing and that of participants to complete instructional sessions within organisational service times..

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOEQU009 Instruct the advancement of recreational horse riding skills

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop three session plans for three different horse riding instructional sessions
- deliver three instructional sessions according to the session plans developed:
  - deliver one session to a single learner rider
  - deliver two sessions to a group of minimum two and maximum six learners
- across the three instructional sessions, cumulatively incorporate exercises to advance the riders' use of:
  - posture and position in the saddle
  - gaits, transitions and movements
  - lateral and reverse movements
  - control over horse pace, outline and response to cues to effect accuracy of movements and turns at walk, trot and canter
  - adjustment to use of aids relative to horse training and responsiveness:
    - legs
    - rein
    - seat
- communication and reward based education techniques for particular horse behaviour
- during all instructional activities:
  - consistently control participant adherence to safety procedures
  - consistently monitor and control horse behaviour.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for horse riding instructional sessions
- requirements of overall learning program and how sessions are sequenced to progressively develop riding skills
- particular to instructing the advancement of recreational riding skills:
  - suitable environments for delivery of instructional riding exercises

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    - purpose, features and safe set up of equipment used for exercises
    - factors that affect the selection of tack and personal protective equipment to suit riders and exercises
    - communication protocols used between participants, instructors and horses during instructional sessions
    - teaching and coaching techniques used to advance skills for horse riding
- current scientific research on equine learning ability, how horses learn and recommended reward based education techniques, at a fundamental level of understanding
- a range of instructional exercises used to advance riders' use of:
    - posture and position in the saddle
    - gaits, transitions and movements
    - lateral and reverse movements
    - control over horse pace, outline and response to cues to effect accuracy of movements and turns at walk, trot and canter
    - adjustment to use of aids relative to horse training and responsiveness:
        - legs
        - rein
        - seat
    - communication and reward based education techniques for particular horse behaviour
- common behavioural problems of horses during group rides
- techniques used to control adverse horse behaviour while maintaining welfare of the horse and safety of rider.

Assessment Conditions

Skills must be demonstrated within a fenced horse riding arena with a safe surface for the horse riding exercises.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate's and participant learners' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and participant learners to ensure that rider and horse combination is safe.

Assessment must ensure use of:

- moderately experienced riders whom the candidate instructs
- for group rides, a minimum of two and maximum six learners
- horses, matched to all riders as above; these can be:
    - calm, consistent and obedient horses; or

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    - compliant and manageable horses
- equipment used for exercises
- tack to include:
    - saddles
    - saddle cloths
    - bridles
    - reins
    - bits
    - stirrups with safety features
- personal protective equipment to include:
    - riding boots
    - Australian Standard, or equivalent, compliant helmets
- template:
    - session plans
    - safety checklists
- participant profiles to include:
    - age, size and weight
    - current horse riding experience and skill level
    - skill development needs
    - fitness level and physical capabilities
    - injuries and medical conditions
- organisational safety, emergency response and first aid procedures for horse riding instructional sessions.

Assessment must ensure access to:

- mounting blocks or ramps
- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU0009 Instruct the advancement of recreational horse riding skills, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience in a role involving equestrian or outdoor recreational instructional riding where they have applied the skills and knowledge covered in this unit of competency, and
- hold accreditation relevant to assessing instructional skills covered by this unit; accreditation refers to:

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- accreditation offered by equine sporting organisations recognised by the Australian Sports Commission (ASC), or
- certification offered by equine organisations which are Registered Training Organisations (RTOs) or whose training is managed by an affiliated RTO.

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SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess associated safety risks, take measures to eliminate or control those risks and document all processes. It covers the processes necessary to manage the significant safety risks associated with horse handling, instructing, coaching, guiding and riding activities.

This unit applies to a range of organisations including those involved in equestrian sport, instructional and recreational riding programs. Risk assessments are usually completed by those responsible for the activity including instructors, coaches, guides, and trail bosses. They may complete risk assessments independently, in consultation with others or through a team effort.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify hazards for horse handling or riding	1.1. Use hazard identification and risk assessment templates, independently or with other personnel to complete assessments.

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activities.	1.2. Use a range of methods to identify current and foreseeable hazards with potential to harm health and safety of anyone involved in or present during activities. 1.3. Identify man-made or environmental obstacles and hazards in areas where horse handling or riding activities are scheduled. 1.4. Gather and interpret weather and environmental information to ascertain impacts on handling or riding conditions. 1.5. Identify hazards, including biosecurity issues, associated with handling or riding horses for program activities. 1.6. Identify features of and potential hazards for tack and all other equipment to be used. 1.7. Record identified hazards according to organisational procedures and legal requirements.
2. Assess safety risks associated with hazards.	2.1. Consult with other personnel, as required, for input into risk assessments. 2.2. Collect sufficient evidence of the type and level of risk posed by identified hazards. 2.3. Use commonly accepted methods to complete risk analysis and risk assessments. 2.4. Document outcomes of risk assessments and proposed actions to eliminate or control risks. 2.5. Maintain records of risk assessments according to organisational procedures and legal requirements.
3. Assess risks associated with horse and handler or rider combination.	3.1. Use organisational templates designed to match horses to handlers or riders. 3.2. Identify handler or rider characteristics and level of horse handling or riding skills. 3.3. Identify known behaviour and education level of horses available for the activity and consider potential hazards. 3.4. Assess and select horses of suitable history, size and temperament to match handler or rider characteristics and skill level. 3.5. Assess handler or rider’s own horse, when self-provided, and ensure horse and handler or rider combination is safely matched. 3.6. Maintain records of assessments according to organisational procedures.
4. Plan activities to eliminate or control risks.	4.1. Evaluate and determine ways to eliminate hazards from horse handling or riding activity.

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	4.2. Evaluate and determine ways that safety risks can be effectively controlled for horse handling or riding activity. 4.3. Take measures to eliminate or control risks, within scope of responsibility or refer for authorisation. 4.4. Incorporate risk control processes into documented plans or procedures for horse handling or riding activities.
5. Respond to immediate safety risks.	5.1. Monitor horse behaviour and handler or rider control during activities and adjust horse and handler or rider combination as required. 5.2. Respond immediately to safety situations and stimuli causing adverse horse reactions as they arise. 5.3. Complete on-the-spot risk assessment to avoid injury to handlers or riders and horses. 5.4. Amend or cease activities if hazard or safety risk is determined to be extreme.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• interpret complex and sometimes unfamiliar documents which can include:
	  • organisational work health and safety procedures and templates
	  • materials describing work health and safety regulatory requirements for hazard identification and risk assessment.

Numeracy skills to:	• score the level of risk and calculate overall risk level for hazards.
Self-management skills to:	• critically analyse hazards and logically evaluate associated risks to apply effective and tailored control measures.

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Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for particular equestrian sport, instructional or recreational handling or riding programs:
  - complete one horse suitability audit
  - complete two risk assessments for different activities within the relevant program
  - incorporate risk control processes into documented plans or safety procedures for the above two activities
  - complete three risk assessments to match horses to handlers or riders, each using different horses and for different handlers or riders
- according to three different scenarios, provide responses to immediate safety risks that have arisen during handling or riding activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements under the local state or territory work health and safety law for:
  - organisational and worker responsibility to ensure safety of self, other workers and other people in the workplace
  - when, where and how hazards must be identified
  - when, where and how risk assessments must be conducted
  - consultation in the hazard identification and risk assessment process
  - record keeping
- for equestrian sport, instructional or recreational organisations:
  - what constitutes the workplace including environments where horse handling and riding activities occur
  - what constitutes a worker including paid and volunteer workers
  - what constitutes other people present in the workplace including participant handlers or riders and spectators
- organisational work health and safety procedures for:
  - identifying hazards

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  - assessing risks
  - assessing horse and handler or rider combination
- a range of methods that can be used to identify hazards for horse handling and riding activities to include:
  - inspecting the workplace, tack and all equipment used for the activity and completing safety checklists
  - gathering and evaluating weather and environmental information including terrain when relevant
  - identifying the known behaviour and education level of horses available for the activity
  - completing periodic horse suitability audits
  - completing biosecurity checks
  - identifying handler or rider characteristics and level of horse handling and or riding skills
  - reviewing near miss incidents and accidents
  - evaluating the complexity of activities
- features of commonly used risk assessment methods which can include:
  - identifying potential injuries, illness and consequences
  - determining the exposure
  - estimating probability
  - determining overall risk level
- features of commonly used methods for controlling risks which can include:
  - substituting systems or equipment with something safer
  - isolating the hazard
  - introducing engineering or administrative or procedural controls
  - using personal protective equipment
  - implementing combined controlled measures to minimise risks
- for the particular sport, instructional or recreational riding activity:
  - industry association safety standards or codes or practice
  - safety standards or codes of practice issued by national, state or territory work health and safety authorities
- format, content and use of templates to:
  - identify and record hazards, complete horse suitability audits and biosecurity checks
  - assess and record associated risks and control methods
  - match horses to handlers and or riders
- factors that affect the matching of horses to handler or rider capabilities to include:
  - horse:
    - age and gender
    - size
    - health and fitness
    - tractability and temperament

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    - level of education
    - history
    - behaviour patterns
  - participant characteristics:
    - age, size and weight
    - current horse handling or riding experience and skill level
    - fitness level and physical capabilities
    - injuries and medical conditions
    - emotional, behavioural and intellectual ability or disability.

Assessment Conditions

In order to demonstrate the physical hazard identification components of this unit, access to the following is required:

- the environment where the particular equestrian sport, instructional or recreational riding programs are conducted
- tack and all equipment used for the activity.

Assessment must ensure use of:

- hazard identification and risk assessment templates specific to horse handling and riding activities, including those for horse suitability audits and biosecurity issues
- weather and environmental information including terrain when relevant
- horse profiles to include:
  - age and gender
  - size
  - health and fitness
  - tractability and temperament
  - level of education
  - history
  - behaviour patterns
- participant profiles to include:
  - age, size and weight
  - current horse handling or riding experience and skill level
  - fitness level and physical capabilities
  - injuries and medical conditions
- templates designed to match horses to handlers or riders
- organisational work health and safety procedures for:
  - identifying hazards
  - assessing risks
  - assessing horse and handler or rider combination

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- for the particular equestrian sport, instructional or recreational riding activity:
  - industry association safety standards or codes of practice
  - safety standards or codes of practice issued by national, state or territory work health and safety authorities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit, SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities, or demonstrate competency in this unit, and
- have at least three years' experience with an organisation involved in equestrian sport, instructional or recreational riding programs where they have applied the skills and knowledge covered in this unit of competency.

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SISOEQU011 Manage horse illness and injury in remote areas

Modification History

Unit Release 2. Pre-requisite unit updated.

Application

This unit describes the performance outcomes, skills and knowledge required to assess horse illness and injury and to provide emergency treatment in situations where veterinary care is not readily available.

This unit applies to outdoor recreation operators and to guides and trail bosses who are responsible for the welfare of horses when on remote area trail rides.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

RGRPSH308 Provide first aid and emergency care for horses or other equines.

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess the situation and horse condition.	1.1. Recognise symptoms of illness or injury, use safe practices to calm and restrain horse and assess severity of condition. 1.2. Identify hazards promptly, and manage to avoid injury to self, others and horses. 1.3. Access available first aid equipment and determine suitability to treat illness or injury.

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	1.4. Ascertain need for and availability of veterinary advice.
	1.5. Determine ability of veterinarian to attend site or ability to return horse to base.
2. Treat illness or injury.	2.1. Make contact with base and veterinarian as required.
	2.2. Relay accurate factual information about horse illness or injury.
	2.3. Improvise use of available first aid and other resources according to needs of sick or injured horse.
	2.4. Use infection control practices to prevent infection from horse.
	2.5. Administer emergency treatments independently or according to veterinarian instructions.
	2.6. Nurse horse to reduce impact of shock, distress and pain.
	2.7. Isolate horse if contagious or zoonotic disease is suspected and alert base of need to report.
3. Monitor horse condition.	3.1. Monitor and record horse vital signs at regular intervals.
	3.2. Monitor horse condition and response to treatment; record observations and treatments.
	3.3. Report ongoing horse condition to base and seek ongoing input of veterinarian, as required.
	3.4. Continue with treatments, adjusting as required to ensure health and safety of horse.
	3.5. Assess need to evacuate or euthanise horse and alert base to implement procedures if required.
4. Debrief and complete reports.	4.1. Participate in incident management de-brief and identify future response improvements.
	4.2. Complete required incident and treatment reports according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and

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	procedures for providing emergency horse treatment.
Writing skills to:	• record detailed and accurate factual information about horse illness and injury and treatments using correct terminology to describe anatomy, physiology and condition.
Oral communication skills to:	• make accurate verbal reports about horse injuries and health problems using correct terminology to describe anatomy, physiology and condition.
Self-management skills to:	• critically analyse all circumstances and implications to coordinate a considered response to horse illness and injury in remote locations.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOEQU011 Manage horse illness and injury in remote areas

Modification History

Unit Release 2. Pre-requisite unit updated.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide emergency treatments to horses suffering illness or injury or according to scenarios during simulated activities involving well horses
- identify symptoms, assess horse condition, and select and provide treatments for:
  - allergic reactions
  - wounds
  - bleeding
  - bruising
  - inflammation
  - colic
  - unidentified illness
  - distress and shock
  - pain
- administer real or mock medications according to dose instructions to include:
  - oral medications
  - intramuscular injections
- monitor horse response to three different real or scenario based treatments and adjust treatments
- measure and record the following vital signs for three different horses:
  - temperature level
  - heart rate (pulse)
  - respiration rate
  - capillary refill time
  - hydration status
- during all activities, consistently use safe horse handling and restraint techniques, and infection control practices
- write a brief plan for the emergency evacuation of a sick or injured horse from a remote location for a scenario based event
- complete three emergency treatment reports and three incident reports for real or scenario based events for three different horse injuries or illnesses.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - providing emergency horse treatment
  - horse euthanasia
- safe horse handling and restraint techniques specific to handling sick or injured horses
- methods for safely moving around a recumbent horse
- common circumstances where a horse may become trapped and common responses after release
- hygiene and personal protection practices to prevent infection from sick or injured horses
- practices for safely disposing of clinical waste and hypodermic needles and syringes
- biosecurity measures for contagious or zoonotic diseases including practices for isolation, use of personal protection equipment and reporting requirements
- common ailments and injuries, including correct terminology, that occur in remote outdoor areas involving demanding terrain or heavy horse workloads
- signs and symptoms of horse illness, injury and distress:
  - behavioural
  - physiological
- vital signs to include temperature levels, heart rate (pulse) respiration rate, capillary refill time and hydration status for horses:
  - when resting
  - when under exertion
  - that indicate illness, stress, pain or shock
- treatment options for:
  - allergic reactions
  - wounds
  - bleeding
  - bruising
  - inflammation
  - dehydration
  - colic
  - unidentified illness
  - distress and shock
  - pain
- features, functions and use of emergency communication equipment.

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Assessment Conditions

Skills can be demonstrated in any environment where emergency treatment is provided to horses. This does not need to be a remote area provided simulated activities and scenarios concentrate on the significance of remote area circumstances.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of the candidate's characteristics and level of horse handling skills
- match, or validate the matching of, horses of suitable history, size and temperament to the candidate to ensure that handler and horse combination is safe.

Assessment must ensure use of:

- calm, consistent and obedient horses, matched to the candidate as above, and which can be ill or injured or can be healthy and used for simulated activities
- communication equipment for emergency response
- equine first aid kit
- personal protective equipment used when treating horses
- real or mock equine medications
- dosage and disposal instructions for equine medications
- template:
  - emergency treatment reports
  - incident reports
- organisational policies and procedures for:
  - providing emergency horse treatment
  - horse euthanasia.

Assessment must ensure access to:

- human first aid equipment
- other people with whom the individual can interact which can include other staff and veterinarians.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU011 Manage horse illness and injury in remote areas, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience in a role involving the emergency treatment of horses where they have applied the skills and knowledge covered in this unit of competency.

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SISOEQU012 Assess horses for sport or recreational performance

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assess horses for their potential to perform effectively in equestrian sport or recreational riding programs. It requires a fundamental knowledge of horse anatomy and physiology and the impacts of conformation on horse performance.

This unit applies to a range of organisations involved in equestrian sport, instructional and recreational riding programs. It applies to experienced senior staff who work autonomously but in consultation with others to acquire, condition and train horses for programs. This can include trainers, guides, trail bosses, instructors and coaches.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify the impact of conformation on horse	1.1. Identify the functions of the respiratory, circulatory, musculoskeletal, digestive, nervous and reproductive systems in

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performance.	horse performance. 1.2. Identify connection between horse conformation, performance and soundness.
2. Assess horse suitability for intended use.	2.1. Identify intended sport or recreational use and performance requirements of horses. 2.2. Use safe practices and follow organisational safety procedures during horse assessment to avoid injury to self, others and horse. 2.3. Examine horses for functional conformation and observe movement. 2.4. Identify functional conformation faults and potential to affect performance of horses. 2.5. Assess suitability of individual horses for different sport or recreational uses according to their conformation and movement. 2.6. Evaluate and complete written reports on performance potential for intended sport or recreational use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational procedures for assessment of horse performance.
Writing skills to:	• develop reports on horse assessments containing factual and conceptual information using correct terminology to describe anatomy, physiology and condition.
Oral communication skills to:	• provide unambiguous descriptions of horse conformation issues using complex anatomical and physiological terminology.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOEQU012 Assess horses for sport or recreational performance

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a portfolio of information on the key features and functions of the following anatomical and physiological horse systems and their role in effective horse performance:
  - respiratory system
  - circulatory system
  - musculoskeletal system
  - digestive system
  - nervous system
  - reproductive system for male and female horses
- assess three different horses for conformation and movement suitable for their sport or recreational purpose and cumulatively use the following techniques:
  - visual and physical examination
  - flexion test
  - observing the horse being ridden
  - observing the horse being trotted up
- during all horse assessments, consistently use safe horse handling practices
- write a brief report, on each of the three horses, to include:
  - intended sport or recreational use and performance requirements
  - description of horse including age, breed, height
  - functional conformation assessment, positive and negative features
  - any indicators of horse unsoundness
  - evaluation of potential performance problems
  - recommendations on the suitability of the horse for particular sport or recreational activities and performance requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety procedures for handling horses

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- safe horse handling and restraint techniques specific to examining horses for movement and conformation
- points of a horse and correct terminology
- key features and functions of the following anatomical and physiological horse systems and their role in effective horse performance:
  - respiratory system
  - circulatory system
  - musculoskeletal system
  - digestive system
  - nervous system
  - reproductive systems of male and female horses
- features and factors of horse anatomy and physiology used to determine the suitability of individual horses for different sport or recreational purposes
- functional horse conformation to perform well in a range of sport or recreational activities
- common conformation faults for sport or recreational horses and the effects on horse movement, soundness and performance
- examination techniques used to assess horse movement and conformation:
  - visual and physical examination
  - flexion test
  - riding or driving the horse; observing horse being ridden or driven
  - trotting up the horse; observing horse being trotted up
  - lunging the horse or observing horse being lunged
- meaning of horse soundness and indicators of unsoundness that can be observed during horse movement and conformation examinations.

Assessment Conditions

Skills can be demonstrated in any indoor or outdoor environment where horses are examined and assessed for their potential to perform effectively in sport or recreational activities.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of the candidate’s characteristics and level of horse handling skills
- match, or validate the matching of, horses of suitable history, size and temperament to the candidate to ensure that handler and horse combination is safe.

Assessment must ensure use of:

- horses of differing conformation matched to the candidate as above; these can be
- calm, consistent and obedient horses or
- compliant and manageable horses

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- halters and leads
- organisational safety procedures for handling horses.

Assessment must ensure access to:

- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU012 Assess horses for sport or recreational performance, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience in a role involving the assessment of sport or recreational horses where they have applied the skills and knowledge covered in this unit of competency.

Links

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SISOEQU013 Condition horses for sport or recreational performance

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and implement conditioning programs for horses used in equestrian sport or recreational riding programs to optimise performance in their given role.

This unit applies to a range of organisations involved in equestrian sport, instructional and recreational riding programs. It applies to experienced senior staff who work independently but in consultation with others. This can include trainers, guides, trail bosses, instructors and coaches who are proficient horse riders.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare individual	1.1. Identify and assess needs of individual horses according to

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conditioning programs.	their intended sport or recreational use and performance requirements. 1.2. Assess level of fitness of horses and weight carrying capacity. 1.3. Identify functional conformation faults and past injuries of horses. 1.4. Consult with stakeholders to identify and confirm goals of program. 1.5. Select conditioning techniques appropriate to individual horse health and fitness levels. 1.6. Design and document conditioning programs to optimise performance of horses. 1.7. Identify and confirm availability of equipment and resources for program.
2. Implement conditioning programs.	2.1. Implement conditioning program using chosen techniques appropriate to individual horse. 2.2. Monitor health and welfare of horse according to organisational policies and procedures and animal welfare guidelines. 2.3. Record progress of horse at various stages of program and provide ongoing feedback to stakeholders. 2.4. Recognise signs and symptoms of horse illness and injury and consult with veterinarian as required. 2.5. Monitor feeding and conditioning regimes to confirm suitability for horse and performance goals. 2.6. Implement modifications to program to suit horse condition and optimise performance. 2.7. Present horses in industry accepted condition to meet intended sport or recreational use.
3. Evaluate conditioning program.	3.1. Evaluate and record progress throughout all phases of conditioning program. 3.2. Evaluate outcomes against identified goals and complete written report on results to stakeholders.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret detailed familiar organisational policies and procedures for horse welfare.
Writing skills to:	• develop and document complex horse conditioning programs, records of progress and reports on results.
Oral communication skills to:	• ask open and closed probe questions and actively listen to determine conditioning requirements and desired performance goals • interact with professionals and stakeholders within the equine industry relating to conditioning horses for performance • discuss horse injuries and health problems with veterinarians using correct terminology to describe anatomy, physiology and behaviour.
Self-management skills to:	• take responsibility for horse conditioning programs from initial assessment through to presentation of horse in optimum performance condition.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISOEQU013 Condition horses for sport or recreational performance

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assess the conditioning needs of two individual horses, according to their sport or recreational role and environment
- develop individual conditioning programs for those two horses
- condition those two horses to optimise performance for their sport or recreational role
- during all conditioning activities, consistently use safe horse handling or riding practices and techniques
- complete the following documents for each of the two horses conditioned:
  - horse conditioning program
  - feeding regimes
  - history of illness, injury and treatments
  - horse progress
  - results.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for health and welfare of horses
- range of stakeholders involved in conditioning programs for sport or recreational horses and their roles
- principles of conditioning horses for the performance requirements of different sport or recreational purposes
- techniques used to condition horses for specific sport or recreational use and performance goals, and associated benefits and disadvantages
- purpose, features and safe set up of equipment used to condition horses for specific sport or recreational use
- behaviour patterns of horses and implications for selection of conditioning methods
- common conformation faults for sport or recreational horses and conditioning methods suited to those faults
- the impact of conditioning on anatomical and physiological horse systems

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- fitness indicators of individual horses at various stages of use in a sport or recreational program
- spelling requirements for sport or recreational horses to promote health and welfare
- common ailments and injuries related to conditioning of horses and correct terminology
- signs and symptoms of horse illness and injury:
  - behavioural
  - physiological
- routine treatments for common conditioning related illness and injury
- format and contents of documents which record:
  - horse conditioning programs
  - feeding regimes
  - history of illness, injury and treatments.
  - horse progress
  - results.

Assessment Conditions

Skills can be demonstrated in any indoor or outdoor environment where horses are conditioned for sport or recreational purposes.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of the candidate's characteristics and level of horse handling or riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to the candidate to ensure that handler or rider and horse combination is safe.

Assessment must ensure use of:

- horses used for sport or recreational riding purposes and of varying physical condition, matched to the candidate as above; these can be:
  - calm, consistent and obedient horses or
  - compliant and manageable horses
- equipment used to condition horses for specific sport or recreational use
- personal protective equipment to include:
  - riding boots
  - Australian Standard, or equivalent, compliant helmets
- templates for recording:
  - horse conditioning programs
  - feeding regimes
  - history of illness, injury and treatments

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  - horse progress
  - results
- organisational policies and procedures for health and welfare of horses.

Assessment must ensure access to:

- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU013 Condition horses for sport or recreational performance, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience in a role involving conditioning sport or recreational horses where they have applied the skills and knowledge covered in this unit of competency.
-

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SISOEQU014 Determine nutritional requirements for sport or recreational horses

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assess the nutritional requirements of horses used in in equestrian sport or recreational riding programs, and to formulate rations and monitor feeding regimes.

This unit applies to a range of organisations involved in equestrian sport, instructional and recreational riding programs. It applies to experienced senior staff who supervise the care of horses. This can include trainers, guides, trail bosses, instructors and coaches.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess nutritional requirements of sport or recreational horses.	1.1. Identify and assess nutritional requirements for individual horse needs in consultation with relevant personnel. 1.2. Select feed for quality, nutritional and economic value to meet nutritional requirements of specific horses.

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2. Assess food supplements for horses.	2.1. Determine need to provide supplements to individual horses.
	2.2. Identify, as required, supplements that contravene rules for horse purpose.
	2.3. Assess suitability of supplements for individual horses and their workloads.
3. Establish and monitor individual feeding regimes.	3.1. Create rations and determine feeding regimes to meet individual horse needs, for the range of horses in care.
	3.2. Use safe practices when feeding horses individually and in groups to avoid injury to self, others and horses.
	3.3. Prepare feed and supplements, feed horses at appropriate times and monitor individual feeding regimes.
	3.4. Monitor food rations and confirm they meet nutritional requirements of individual horses.
	3.5. Monitor and evaluate the effects of supplements on the work performance of horses.
	3.6. Provide paddocked horses with suitable pasture and supplementary feed according to their needs.
	3.7. Document, for individual horses, eating behaviour, food intake and work level.
	3.8. Adjust feeding regime in response to changing horse behaviour and needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret material describing complex nutritional ingredients of feed and supplements.
Writing skills to:	• use fundamental sentence structure to complete horse feeding, behavioural and nutritional records that require factual information.
Numeracy skills to:	• complete complex calculations to compare costs for different feed, supplements and quantities • calculate and document individual quantities, measure and weigh feed and supplements for multiple horses.

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Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOEQU014 Determine nutritional requirements for sport or recreational horses

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assess the nutritional requirements of three different sport or recreational horses
- create a ration for each of the three horses
- determine a monthly feeding regime to include feed and supplements
- cost the monthly provision of feed and supplements for each of the three horses
- feed the three horses according to the predetermined ration and regime on three occasions
- consistently use safe work practices when feeding horses
- complete documentation for each of the three horses to include:
  - food intake
  - eating behaviour
  - work level
  - any recommended changes to feeding regime.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common behaviour of horses when fed individually and in groups
- safe horse handling techniques specific to feeding horses in these situations:
  - stables
  - yards
  - paddocks
  - groups of horses
- basic function of horse digestive system
- types of feed suitable for horses
- types of supplements suitable for horses and their value to horse performance
- types of supplements that contravene rules for horses used in competitive sports
- sources and importance of the following to horse nutrition:
  - protein
  - fat
  - trace elements

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  - fibre
  - minerals
- factors that determine the nutritional and energy requirements of horses:
  - age
  - gender
  - pregnancy and lactation
  - weight
  - condition
  - work purpose
  - workload
  - stage of training
  - spelling
  - environmental conditions of work and housing
- natural grazing and browsing behaviours of horses
- poisonous plants and their effects on grazing horses
- nutritional value of pasture
- common horse eating disorders, feeding behavioural problems and methods to correct
- indicators of need to adjust feeding regime which can include:
  - colic
  - diarrhoea
  - changes in horse eating behaviour
  - behavioural changes during work
- feed safety requirements:
  - environmental conditions for storage of feed and supplements to avoid contamination
  - cleaning requirements for food storage, preparation, feeding and watering equipment.

Assessment Conditions

Skills can be demonstrated in any indoor or outdoor environment where horses are fed. Environments must include paddocked areas.

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of the candidate’s characteristics and level of horse handling skills
- match, or validate the matching of, horses of suitable history, size and temperament to the candidate to ensure that handler and horse combination is safe.

Assessment must ensure use of:

- horses matched to the candidate as above; these can be:

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  - calm, consistent and obedient horses; or
  - compliant and manageable horses
- equipment used to weigh and measure feed and supplements
- bags, nets and bins used to feed horses
- a range of equine feed and supplements
- information about:
  - the nutritional ingredients of feed and supplements
  - costs of feed, additives and supplements
- template feeding records.

Assessment must ensure access to:

- organisational safety procedures for feeding horses
- human and equine first aid equipment
- communication equipment for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU014 Determine nutritional requirements for sport or recreational horses, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience in a role involving the care of sport or recreational horses where they have applied the skills and knowledge covered in this unit of competency.

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SISOEQU015 Acquire and educate horses for sport or recreational programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to acquire and educate horses to suit the needs of equestrian sport or recreational riding programs.

It requires the ability to assess horse history, behaviour and health pre-purchase, and to plan and deliver education programs for individual horses to ensure their appropriate and safe behaviour.

This unit applies to a range of organisations involved in equestrian sport, instructional and recreational riding programs. It applies to experienced senior staff who work autonomously but in consultation with others. This can include trainers, guides, trail bosses, instructors and coaches who are proficient horse riders.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISOEQU001 Handle horses

SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities

Competency Field

Equine

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element.
1. Establish criteria for purchasing horses.	1.1. Evaluate available budget for purchasing horses. 1.2. Identify and assess program needs in consultation with appropriate personnel. 1.3. Identify characteristics and types of horses required to meet program and operational needs. 1.4. Schedule purchases to allow time for horse education before operational use. 1.5. Research horses available for sale from a range of sources. 1.6. Investigate history of horse use, education and behaviour and request relevant written reports.
2. Assess and buy horses.	2.1. Assess horses against identified program needs. 2.2. Test horses extensively prior to acquisition according to organisational policies and procedures. 2.3. Assess behaviour patterns of horses to confirm best fit with program needs. 2.4. Confirm health of animals according to organisational policies and procedures. 2.5. Purchase horses and complete appropriate documentation according to organisational procedures.
3. Assess education needs of horses and design program.	3.1. Identify required horse behaviour that meets identified program needs. 3.2. Identify unwanted and unsafe behaviour patterns of individual horses. 3.3. Assess individual education needs of horses in consultation with relevant personnel. 3.4. Design and document education program to ensure horse suitability for program and safety of clients.
4. Educate horses for sport or recreational activities.	4.1. Use safe practices and follow organisational safety and emergency response procedures throughout activities to avoid injury to self, others and horse. 4.2. Implement education techniques suitable to equine cognition, learning ability and natural behaviour. 4.3. Habituate horses to tack and equipment used in program. 4.4. Habituate horses to respond to a range of handlers and riders with different skill levels and characteristics. 4.5. Acclimatise horses to the range of environments where

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	activities are offered. 4.6. Educate horses to negotiate the variety of terrain and obstacles covered by program. 4.7. Educate horses to program specific activities, exercises or disciplines. 4.8. Use practices, according to animal welfare guidelines, to minimise or eliminate unwanted and unsafe behaviours.
5. Evaluate horse education.	5.1. Evaluate and record progress or continuing issues throughout all phases of education program, according to organisational procedures. 5.2. Adjust education regime or discontinue horse education as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex and sometimes unfamiliar documents which can include: • organisational policies and procedures • purchase agreements and horse reports.
Writing skills to:	• develop and document complex horse education programs • record detailed information describing horse progress to desired behaviour.
Planning and organising skills to:	• manage own timing and productivity to source and acquire horses, test and educate them to meet organisational program schedules.
Self-management skills to:	• take responsibility for horse selection and education from initial research through to presentation of horse which matches operational and program needs.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SISOEQU015 Acquire and educate horses for sport or recreational programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research the purchase of two different horses to meet the requirements of a sport or recreational program
- for at least one of the horses sourced, complete the following pre-purchase assessments:
  - history of horse use
  - current level of education
  - current health status
  - behaviour and temperament, via seller reports and testing
- assess the education needs of two individual horses, according to their sport or recreational role and environment
- develop individual education programs for those two horses
- educate the two horses to:
  - meet program specific behavioural requirements
  - program activities, exercises or disciplines
- during all activities, consistently use safe horse handling or riding practices and techniques
- complete the following documents for each of the two horses:
  - education program
  - horse progress and ongoing behavioural issues
  - educational outcomes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for acquiring and education horses including those for safety and emergency response
- factors that affect the suitability and selection of horses for sport and recreational use:
  - purchase prices and ongoing maintenance costs
  - size
  - age and gender

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    - health
    - functional conformation
    - sport or recreational program experience and history
    - previous education
    - tractability
    - vices
    - temperament
- methods for obtaining health checks
- pre-purchase testing techniques used to assess suitability of horses
- factors that affect the education of horses for sport and recreational use:
    - range of activities offered by the organisation
    - environments where activities are completed
    - types of terrain and obstacles covered by programs
    - characteristics of client profile including age and horse handling or riding skill level
    - tack and equipment used for different programs
- unwanted and unsafe behaviour of horses used for sport and recreational activities to include:
    - bolting
    - biting
    - rearing
    - bucking
    - kicking
    - shying
    - propensity to fight
- animal welfare based behaviour modification techniques for unwanted and unsafe behaviour of horses
- current scientific research findings on equine cognition, intelligence, ethology and learning ability and recommended education techniques
- techniques used to educate horses for program specific activities, exercises or disciplines
- format and contents of documents which record:
    - purchase arrangements
    - education programs
    - horse progress and ongoing behavioural issues
    - education outcomes.

Assessment Conditions

Skills can be demonstrated in any indoor or outdoor environment where horses are tested and educated for sport or recreational purposes.

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Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of the candidate's characteristics and level of horse handling or riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to the candidate to ensure that handler or rider and horse combination is safe.

Assessment must ensure use of:

- horses matched to the candidate as above; these can be:
  - calm, consistent and obedient horses; or
  - compliant and manageable horses
- tack to include:
  - halters
  - leads
  - saddles
  - saddle cloths
  - bridles
  - reins
  - bits
  - stirrups with safety features
- personal protective equipment to include:
  - riding boots
  - Australian Standard, or equivalent, compliant helmets
- sample budgets for purchasing horses
- online or hard copy information about horses for sale
- sample written reports covering history of horse use, education and behaviour
- sample purchase agreements or contracts
- templates for:
  - horse education programs
  - recording horse progress and ongoing issues
  - reporting educational outcomes
- organisational policies and procedures for acquiring and education horses including those for safety and emergency response.

Assessment must ensure access to:

- human and equine first aid equipment
- communication equipment for emergency response.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- hold a qualification or Statement of Attainment which includes this unit of competency, SISOEQU015 Acquire and educate horses for sport or recreational programs, or a qualification or Statement of Attainment which includes a unit of competency that has been superseded by this unit, and
- have at least three years' experience in a role involving acquiring and educating sport or recreational horses where they have applied the skills and knowledge covered in this unit of competency.

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SISOODR506A Evaluate policy for an outdoor organisation

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate policy and procedures for an outdoor recreation business or organisation and to suggest modifications, where appropriate. This includes researching the need and purpose for policy and procedures, conducting consultative processes with appropriate staff to review policy, drafting new or modified policy, where required, and supporting implementation.

Application of the Unit

This unit applies to those working in management or leadership roles in the outdoor recreation sector with responsibilities for planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas. This could include operations managers, program managers or adventure guides.

This may include outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine the context of organisational policies and procedures.	1.1. Access and interpret ***relevant legislation*** that impacts on the operation of the outdoor organisation. 1.2. Establish the scope of ***policy and or procedures*** that contribute to enhanced organisational performance. 1.3. Identify and document the desired ***outcomes*** to be achieved through the implementation of policy and or procedures. 1.4. Determine the relationship between the policy and or procedures and the organisation's strategic or corporate plan and responsibilities.
2. Prepare to review current policy and or procedures.	2.1. Determine whether procedures exist for reviewing the impact of policy and or procedures on the organisation's performance. 2.2. Develop criteria to evaluate policy and or procedures as required, including timeframes for the evaluation process. 2.3. Identify and access ***resources*** required for the review of organisational policy and or procedures. 2.4. Identify ***relevant parties*** to be included in the review of organisational policy and or procedures. 2.5. Prepare terms of reference and guidelines for the review and make available to personnel contributing to the review.
3. Review the organisation's policy and procedures.	3.1. Identify and document the objectives of the policy and or procedures and rationale for their development. 3.2. Consult with ***appropriate personnel*** to determine whether the policy and or procedures comply with relevant legal and ethical responsibilities of the outdoor recreation organisation. 3.3. Determine whether the policy and or procedures clearly define individual responsibilities and duties in relation to the implementation of organisational objectives. 3.4. Determine whether the policy and or procedures incorporate responses to the possible impact of outside influences and changes in direction and or new trends. 3.5. Apply evaluation criteria to assess the effectiveness of the

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ELEMENT	PERFORMANCE CRITERIA
	policy and or procedures in achieving the organisation's business aims. 3.6. Seek ***feedback*** from relevant personnel to identify implementation issues in relation to specific areas and identify improvements to policy and or procedures. 3.7. Recommend, where appropriate, modifications to policy and or procedures.
4. Prepare draft policy and or procedures.	4.1. Draft new or modified policy and or procedures which comply with all relevant legislation and are consistent with organisational objectives, taking into account availability of resources and timeframes for implementation. 4.2. Identify personnel responsible for implementing policy and or procedures within the organisation. 4.3. Determine the feasibility of establishing a team or infrastructure to communicate details of policy and or procedures and implement them within the organisation. 4.4. Establish or modify performance management processes for monitoring the implementation of policy and or procedures within the organisation. 4.5. Establish a record keeping system to document issues which are relevant to the implementation of organisational policies and procedures.
5. Implement new or revised policy and or procedures.	5.1. Advise all relevant parties of their responsibilities under the new or modified policy and or procedures. 5.2. Provide education and training opportunities to all relevant parties as required to support implementation. 5.3. Monitor activities to ensure that policy and or procedures are adopted effectively. 5.4. Implement procedures for ongoing assessment of policy and or procedures within systems of work in the organisation or business.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - elicit information from key personnel to inform the evaluation of organisational policies and procedures

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    - seek feedback on implementation issues
- literacy skills to:
    - access, collate, interpret and document information to inform the review process and outcomes
- research and establish relevant information impacting on policy or procedure review
    - develop evaluation criteria for the review
    - draft and document new or modified policies and procedures
- problem-solving skills to:
    - identify and evaluate areas of non-compliance and issues impacting on implementation of policies and procedures
    - make recommendations on improvements to support the implementation of new or modified policies and procedures
- planning and organising skills to undertake preparation for the review process, such as staff and resources, within identified timeframes
- numeracy skills to conduct the review within time and budgetary constraints.

Required knowledge

- legislation impacting on the operations of an outdoor business or organisation to enable the development and implementation of policies and procedures to address the legal obligations of the business
- organisational policies and procedures of the outdoor business or organisation to enable the effectiveness of these to be assessed and improved
- strategic business and operational plans of the outdoor organisation or business to enable the development of policies and procedures to achieve business objectives
- data collection and research methods to enable the identification and collection of relevant data and information to inform the development of new policies
- internal organisational and management systems and external operating environments to enable understanding of the environment in which policies and procedures are implemented
- organisation's prime objectives, functions and operations and key activity areas and structures
- financial management and budgeting to enable the review to be completed within budgetary constraints.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • develops systemic review procedures to undertake an evaluation of policies and procedures of an outdoor organisation that complies with relevant legislation and aligns with organisational operational requirements and responsibilities • accesses and clarifies information to inform conduct and outcomes of the review and development of new or modified organisational policies and procedures • documents draft policies and procedures in a format consistent with organisational requirements and uses communication strategies to inform and support personnel with implementation • applies contingency management techniques to ensure compliance of policies and procedures is maintained in light of organisational changes and emerging implementation issues or changes in business direction.
Context of and specific resources for assessment	Assessment must ensure leading of a policy review and continuous improvement process on multiple occasions, that is of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an outdoor recreation organisation or business with employees and or volunteers • relevant legislative requirements for an outdoor organisation • business information relevant to the management of the organisation • relevant parties contributing to the review process.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of leadership of preparation and conduct of review process • oral or written questioning to assess knowledge of relevant legislation impacting on the operations of an outdoor organisation • portfolio of records and reports documenting evidence of review criteria and draft policies and procedures • third-party reports from a supervisor detailing work performance.

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Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXOHS503A Establish and maintain Occupational Health and Safety systems.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Policy and or procedures may include:

- administration
- equal employment opportunity
- occupational health and safety
- performance assessment
- grievance
- training
- recruitment
- industrial relations
- dealing with media
- client confidentiality
- privacy
- staff dress
- staff code of behaviour
- client complaints
- records maintenance
- purchasing of supplies and equipment
- counselling or disciplinary processes.

Outcomes may include:

- customer service
- staff performance
- client satisfaction.

Resources may include:

- human
- physical

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	• financial.
Relevant parties may include:	• employees • clients • supporters • sponsors • members • volunteers • facility owners • government.
Appropriate personnel may include:	• waterways departments • surf rescue • authorities • supervisors. •
Feedback may include:	• verbal • written.

Unit Sector(s)

Outdoor Recreation

Competency Field

Outdoor Recreation

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SISSSCO513 Plan and implement high performance training and recovery programs

Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	Replaces but is not equivalent to SISXCAI507A Implement high-performance training programs. Competency outcome changed. Re-categorised from Cross-Sector Coaching and Instruction field to Sport Specific Sport Coaching Field. Aspects from SISSCGP412A Implement recovery programs and SISSCGP414A Implement water based training programs have been included to reflect the more holistic approach that is now used by high performance coaches.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply sport-specific knowledge to implement a high-performance training program designed to refine the skills and performance of individuals participating at a high level.

Application of the Unit

This unit applies to coaches working with individuals or teams at a minimum of state representative level.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess athlete ability to meet the demands of high-level performance.	1.1 Identify ***requirements of high-level performance*** for the athlete's sport. 1.2 Use approved ***assessment methods*** appropriate to demands of participation in the activity to assess athlete fitness and skill levels. 1.3 Measure, record and evaluate data obtained from assessment activities against current identified ***demands of participation.*** 1.4 Establish high-performance athlete aims and priorities for the training program. 1.5 Establish agreed program needs and objectives.
2. Plan a training and recovery program to meet athlete requirements.	2.1 Investigate current national and international trends and innovations in high performance training program design. 2.2 Implement ***principles of high performance training program design*** to meet identified needs of athlete and high-performance objectives of the sport. 2.3 Consider competition requirements and align ***competition opportunities*** within training program. 2.4 Incorporate ***cross training*** opportunities where appropriate. 2.5 Incorporate ***principles of recovery*** into training program design. 2.6 Identify and select ***equipment*** and ***resource requirements*** for each stage of the program. 2.7 Include ***evaluation methods*** to monitor training program. 2.8 Schedule and document all aspects of training program.
3. Implement the program.	3.1 Explain and demonstrate safe performance of exercises and activities. 3.2 Explain and demonstrate safe use of equipment according to manufacturer instructions. 3.3 Use ***motivation techniques*** to enhance athlete performance.
4. Monitor and adjust the training and recovery program.	4.1 Monitor and modify athlete progress in consultation with ***support personnel.*** 4.2 Identify errors, potential problems and areas for improvement in

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	performance and communicate these with athlete. 4.3 Monitor skill performance, physical performance and ***athlete wellbeing*** throughout training program and adapt coaching methods and instructional styles where applicable. 4.4 Adjust sessions or training program according to results of ***monitoring***. 4.5 Provide feedback to athlete to improve performance. 4.6 Evaluate training and recovery program according to methods outlined in plan and in consultation with athlete and support personnel. 4.7 Identify symptoms of negative adaptation. 4.8 Refer athletes who have symptoms of negative adaptation to relevant support personnel.
5. Manage competitive or performance events during the program.	5.1 Address relevant competitive and or performance strategies, tactics and support needs. 5.2 Continually monitor high-performance athlete condition throughout ***competition events*** to determine factors that affect performance. 5.3 Implement changes according to results of monitoring.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - ensure requirements of athletes are understood and included in planning
  - ensure aspects of a training program are understood and agreed upon by the athletes
- planning and organising skills to enable the planning of a high-performance training program to meet identified athlete needs
- literacy and numeracy skills to effectively schedule, document and evaluate results of high-performance training programs
- research skills to obtain information on trends, innovations and best practice principles of the sport and high-performance training methods
- teamwork skills to:
  - coach and motivate an individual in a high-performance training program
  - liaise effectively with support personnel.

Required knowledge

- relevant activity or sport-specific knowledge, including rules and regulations, to coach the skills being included in the training program

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- advanced principles of skill acquisition in order to plan and deliver high-performance training programs to meet identified needs
- anatomy, physiology and biomechanics to enable effective and safe planning and implementation of high-performance training programs, including:
  - type and the structure of joints as they relate to joint mobility, joint integrity and risk of injury
  - major muscles, their actions, and the role of muscles during contraction
  - structure and function of the musculoskeletal system
  - structure of the cardio–respiratory system and the relationship between exercise intensity and circulatory and ventilation responses
- organisational policies and procedures to enable the safe and appropriate conduct and recording of long-term training programs and maintain confidentiality of participant information
- National Sporting Organisation (NSO) best practice principles
- equipment manufacturer information and organisational requirements to enable the safe and effective use of exercise and training equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- assess athlete needs and develop and implement a training program to meet objectives for high-performance situations in line with current trends, innovations and best practice principles of the sport
- plan training sessions that meet athlete expectations, comply with legislative and organisation requirements, and allow the individual to demonstrate the use of training techniques used during a high-performance training program
- apply knowledge of anatomy, physiology and biomechanics and principles of recovery to the development of a high-performance training program
- evaluate and modify the training program according to feedback received and the results of evaluation procedures
- monitor and manage competitive and or performance situations during a long-term program.

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Context of and specific resources for assessment	Assessment must ensure: • development and implementation of multiple high-performance training programs that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment with appropriate facilities, equipment and materials • a range of athletes with real or simulated training goals • documentation such as athlete performance history and manufacturer specifications for equipment use.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of preparing and planning for a long-term training program, including the assessment of athletes • observation of interacting with a range of athletes, including conveying information for safe participation in training program sessions and monitoring the use of equipment • oral and or written questioning to assess knowledge of the body systems being developed through the implementation of a range of exercises • portfolio of training plans and evaluation measures • third-party reports from a supervisor detailing appropriate work performed by the individual.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSSCO304 Customise coaching for athletes with specific needs • SISXCAI305A Conduct individualised long-term training programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

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Requirements of high-level performance may include:	• physiological and fitness targets • psychological targets • tactical and strategic approaches • skill performance or technique development targets • competition or performance targets.
Assessment methods may include:	• performance in the activity • tests of skills, techniques, tactics and strategies • tests of psychological and physiological readiness.
Demands of participation may include:	• psychological and physiological • skills • techniques • tactics • strategies.
Principles of high performance training program design may include:	• specificity • progressive overload • rest and recovery • reversibility • frequency • intensity • duration • periodisation • tapering • peaking • individuality and maintenance.
Competition opportunities may include:	• leagues • local • pre-season • regional • national • state • benchmark international events.
Cross training may include:	• land based complementary activities • water based fitness and recovery activities.
Principles of recovery may include:	• training stimulus • adaptation • tapering • training volume and intensity • planning for recovery.

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Equipment may include:

- cardiovascular
- free weight
- hydraulic
- exercise balls
- sport specific
- bars
- steps
- bands
- resistance
- pin-loaded
- electronically-braked
- air-braked
- pool-based.

Resource requirements may include:

- ratio of coaches to athletes
- ratio of equipment to athletes
- equipment
- time
- finance
- transport
- accommodation.

Evaluation methods may include:

- fitness assessments
- lab assessments
- discussions
- training and competition performances
- training diaries.

Motivation techniques may include:

- goal setting
- positive feedback.

Support personnel may include:

- classifiers
- disability specific
- sport administrators
- team managers
- gear stewards
- other coaches
- competition managers
- facility managers
- fitness professionals
- officials
- sports physician
- sports trainer
- sports doctor
- parent or guardian

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	• physiotherapist • accredited exercise physiologist • sports scientist • remedial massage therapist • accredited practising dietician • psychologist.
Athlete wellbeing may include:	• injury status • psychological status • emotional status • general self-esteem • anger and or stress management • detraining • health • self-discipline.
Monitoring may include:	• questioning and discussing • observing • cross-referencing • ongoing functional assessments of performance • consulting with other support personnel or specialists.
Competition events may include:	• state • national • international • amateur • professional.

Unit Sector(s)

Sport

Competency Field

Sport Coaching

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SISSSDE503 Develop volunteer management policies

Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	Replaces and is equivalent to SISSSPA507A Develop volunteer management policies. Updated. Re-categorised to Sport Development field.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to develop an organisational policy for recruiting, inducting, managing and retaining volunteers in sporting clubs and organisations.

Application of the Unit

This unit applies to those working in management roles in sport and recreation facilities, clubs or organisations which utilise volunteers.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse policy needs.	1.1 Gather ***information*** from appropriate ***sources*** to plan and develop policy. 1.2 Identify the benefits of volunteer participation to the organisation and the volunteers. 1.3 Determine ***scope*** of policy based on identified organisational requirements.
2. Develop draft policy.	2.1 Consult with ***stakeholders*** as required to determine policy requirements. 2.2 Research and analyse any ***previous organisational volunteer experience*** to determine additional areas for consideration. 2.3 Identify and document ***legislative requirements*** that impact on use of volunteers. 2.4 Draft volunteer management policy and associated ***procedures*** according to organisational requirements.
3. Approve policy.	3.1 Present draft policy and associated procedures according to organisational policy approval procedures. 3.2 Amend policy or associated procedures as required according to organisational policy approval procedures. 3.3 Obtain formal policy approval according to organisational policy approval procedures. 3.4 Inform relevant personnel of policy and associated procedures according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to enable stakeholder consultation that informs policy development
- literacy skills to prepare draft documentation according to organisational requirements

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- problem-solving skills to identify and analyse previous organisational experience with volunteers to inform policy development.

Required knowledge

- legislation to enable development of compliant policy and procedures
- organisational requirements for the development and approval of policy
- organisational vision and mission statements to enable policy development to be consistent with organisational goals.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • researches and analyses all relevant organisational and legislative requirements to develop a volunteer management policy and procedures that detail the recruitment, induction, management and retention of volunteers • applies organisational procedures to prepare, submit, amend and approve policy • communicates policy to all relevant organisational personnel.
Context of and specific resources for assessment	Assessment must ensure the development of a volunteer management policy and procedures that are of sufficient complexity and breadth to demonstrate competency and consistency of performance Assessment must also ensure access to: • organisational requirements related to the development, approval and communication of policy • stakeholders to undertake consultation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interactions with stakeholders • observation of identifying, policy documents and drafting and presenting policy and associated procedures • oral or written questioning on organisational policies and

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	procedures • portfolio of evidence containing policy drafts • third-party reports from supervisors detailing work performed by the individual.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:	• organisational procedures guiding policy development
	• organisational need for volunteers
	• volunteer numbers
	• volunteer roles:
	  • coaching
	  • fundraising
	  • umpiring
	  • catering
	  • team support
	  • managing or marshalling events
	  • transporting players or supporters
	  • legislative or licensing issues.

Sources may include:	• organisational needs • organisational personnel • affiliated clubs or bodies • regulatory sources.
Scope may include:	• volunteer position descriptions • reward programs • level of volunteer supervision.
Stakeholders may include:	• board members • line managers • community representatives • club personnel.
Previous organisational volunteer	• recruitment

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experience may include:	• logistical management of volunteers • volunteer behaviour.
Legislative requirements may include:	• work health and safety • licensing • working with children • police check.
Procedures may include:	• recruitment • induction • training • supervision • retention • grievances.

Unit Sector(s)

Sport

Competency Field

Sport Development

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SISSSPA505A Coordinate team or group management

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to plan and implement the management of teams or groups within a sporting club or organisation, and includes the management of teams or groups, human resources requirements and public relations.

Application of the Unit

This unit applies to those working autonomously in a sports development role such as competition managers who are responsible for managing competitions or identifying and developing athletes.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Develop and implement club objectives.	1.1. Identify club or organisational needs in relation to performance in team activities. 1.2. Assess strengths and weaknesses of team or group performance in consultation with appropriate ***team personnel***. 1.3. Identify training and development needs for each team or group according to identified club or organisational needs. 1.4. Develop and document club or organisation objectives in consultation with appropriate team personnel. 1.5. Communicate club or organisation objectives to all members according to ***organisational policies and procedures***.
2. Develop and implement a public relations plan.	2.1. Establish communication protocols for club members according to organisational policies and procedures. 2.2. Establish contacts with media personnel according to organisational policies and procedures. 2.3. Research and coordinate preparation of media kits and make available to relevant media personnel. 2.4. Develop and implement a ***public relations plan*** according to club or organisational objectives. 2.5. Document the public relations ***plan*** and communicate to ***all team members and relevant personnel***.
3. Coordinate human resources	3.1. Identify and document human resource requirements for the activity, club or organisation. 3.2. Develop and implement ***recruitment strategies*** to meet identified human resource requirements. 3.3. Identify individuals who are available to assist the club or organisation according to ***relevant legislation*** and organisational policies and procedures. 3.4. Delegate responsibilities according to individuals' identified abilities and commitment.
4. Evaluate team or group management	4.1. Develop and implement evaluation methods according to the requirements of the activity, club or organisation. 4.2. Review club or organisational objectives against team or group performances to ascertain the extent to which they are being achieved.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Document ***evaluation*** results and seek feedback from appropriate club or organisational personnel.
	4.4. Make recommendations based on documented evaluation outcomes and feedback and make modifications where necessary.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - develop a rapport with club or organisational personnel
  - lead consultations to identify and convey information about club or organisational objectives and team training and development needs and seek feedback on the effectiveness of management strategies for the group or team
- literacy skills to:
  - collect and analyse information to develop and document club or organisational objectives, a public relations plan and recruitment strategies
  - research and develop media kits to promote effective public relations
- planning and organising skills to develop and implement public relations and communication protocols to enable effective team management
- problem-solving skills:
  - identify, assess and address club human resource requirements to support effective club performance
  - evaluate team management
  - identify potential contingencies and develop strategies to respond to them.

Required knowledge

- strategic planning in order to enable effective planning and monitoring of club or organisational management
- human resource management to enable effective identification of staff training needs, recruitment and delegation of responsibilities
- organisational communication systems to enable effective communication within the club or organisation
- legislation and organisational policies and procedures to enable professional, responsible and accountable team management
- relevant rules, regulations, guidelines for the sporting activity or game in which the club or organisation is involved to enable monitoring of club or organisation activities

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- media relations practices in order to deal with the media effectively
- public relations practices in relation to a sporting team to enable the effective development and maintenance of relationships with relevant stakeholders.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consults widely to establish, club or organisational needs to achieve team performance objectives and utilises knowledge of these to plan, manage and evaluate human resource and public relations requirements of the team or group within the activity or activities • develops a communication system to establish links with club members and the media appropriate to the information needs of the club or organisation and to convey information about group or club activities, performance and commitments to relevant stakeholders • applies contingency management techniques to deal with a range of problems and issues that may impact on club or organisation activities and manages conflict within the organisation.
Context of and specific resources for assessment	Assessment must ensure participation in interactions with club or organisation personnel that involve the provision of information and the coordination of activities which are of sufficient breadth and complexity to demonstrate consistency of performance Assessment must also ensure access to: • club or organisational personnel to enable consultation • sources of information to assist in determining club or organisational requirements • current organisational policies and procedures and relevant legislation that impact on the effective management of club or organisation sport activities.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with club personnel to determine club needs and objectives
- observation of planning and management of club human resource requirements
- oral or written questioning to assess knowledge of the application of legislative and organisational imperatives that impact on team management
- portfolio containing evidence of public relations plans and the identification of training needs
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPA506A Coordinate team or group administration.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Team personnel may include:

- team managers
- coaches or instructors
- volunteers.

Organisational policies and procedures may include:

- communication protocols
- recruitment
- training.

Public relations plan may include:

- image of team or group
- training for spokesperson and team or group members
- contact with public and media.

Recruitment strategies may include:

- person specifications
- job descriptions
- advertising.

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Relevant legislation may include:

- occupational health and safety
- industrial relations
- equal opportunity
- privacy.

Unit Sector(s)

Sport

Competency Field

Sports Administration

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SISSSPA506A Coorindate team or group administration

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to develop and implement strategies to coordinate the administration of teams or groups within a club or organisation including assessing and securing resources, developing and implementing team or club budgets and determining and communicating the roles and responsibilities of club or organisational personnel.

Application of the Unit

This unit applies to those working autonomously in a sports development role such as competition managers who are responsible for managing competitions or identifying and developing athletes.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage resource requirements.	1.1. Assess the ***resource requirements*** for each team or group in consultation with appropriate ***club or organisational personnel***. 1.2. Develop and document a ***resource management plan*** according to ***organisational policies and procedures***. 1.3. Communicate information about ***resource management plan*** to all relevant club or organisational personnel. 1.4. Assess existing resources for their suitability and condition. 1.5. Acquire new resources as required according to resource management plan and organisational policies and procedures. 1.6. Develop and monitor implementation of maintenance plan for resources according to the specifications of the resource management plan.
2. Prepare and manage a club budget	2.1. Identify financial objectives for the club or organisation in consultation with appropriate club or organisational personnel. 2.2. Identify and document financial requirements for team activities according to organisational policies and procedures. 2.3. Develop and monitor implementation of plans to secure income through fundraising activities according to ***relevant legislation*** and organisational policies and procedures. 2.4. Prepare and document a ***budget*** according to the financial requirements identified. 2.5. Document and monitor all items of income and expenditure according to the budget and organisational policies and procedures.
3. Identify and implement organisational responsibilities.	3.1. Identify and document ***roles and responsibilities of club or organisational personnel*** in relation to the activity, club or organisation. 3.2. Identify personnel to undertake identified roles and ***responsibilities according to organisational policies and procedures***. 3.3. Develop and implement ***organisational structures and processes*** to enable personnel to implement

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ELEMENT	PERFORMANCE CRITERIA
	identified roles and responsibilities. 3.4. Develop and implement ***communication systems*** to meet the requirements of the activity, club or organisation. 3.5. Prepare and document a plan for ***contingencies according to organisational policies and procedures***.
4. Evaluate organisational structures and processes.	4.1. Develop and implement evaluation methods according to the requirements of the activity, club or organisation. 4.2. Evaluate organisational structures and processes to ascertain their effectiveness in meeting the needs and requirements of the activity, club or organisation. 4.3. Document ***evaluation*** results and seek feedback from appropriate club or organisational personnel. 4.4. Make recommendations based on documented evaluation outcomes and feedback and make modifications where necessary.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - lead consultations with club or organisational personnel to identify requirements and functions
  - convey information about various aspects of club administration to relevant personnel
  - seek feedback on the implementation of administrative structures and processes
- literacy skills to:
  - collect and analyse information to develop and document a club or organisational budget
  - document administrative structures and procedures
- numeracy skills to develop and monitor a club or organisational budget
- planning and organising skill to determine club resource and financial requirements and develop and monitor plans to meet these requirements
- problem-solving skills to:
  - identify, develop and evaluate organisational structures and processes to support effective club administration

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  - identify potential contingencies and develop strategies to respond to them
- initiative and enterprise to identify and plan for opportunities to access other potential sources of income for the club or organisation.

Required knowledge

- strategic planning to enable effective planning and monitoring of club or organisational administration
- club or organisation specific resource requirements, including equipment, to enable effective assessment and procurement of resources required to conduct club or organisation activities
- financial planning in order to effectively manage the finances of the club or organisation
- organisational communication systems to enable effective communication within the club or organisation
- legislation and organisational policies and procedures to enable professional, responsible and accountable club or organisational administration.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consults with all relevant personnel to establish activity, club or organisational administrative requirements and plans, manages and evaluates a resource management plan which also identifies opportunities to generate additional income • develops club systems and processes to lead effective club or organisational administration and monitors and evaluates their implementation to determine their effectiveness • develops a communication system appropriate to the information needs of the club or organisation through which to convey information about group or club activities and commitments • applies contingency management techniques to deal with a range of problems and issues that may impact on club or organisation activities.
Context of and specific resources for	Assessment must ensure participation in interactions with club or organisation personnel that involve the provision

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assessment	of information and the coordination of multiple team administrative tasks which are of sufficient breadth and complexity to demonstrate consistency of performance. Assessment must also ensure access to: • club or organisational personnel to enable consultation • sources of information about requirements of specific activities, including financial objectives for the club or organisation in relation to administration aspects • current organisational policies and procedures and relevant legislation that impact on the effective administration of club or organisation sport activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interactions with club personnel to provide information about team administrative activities • observation of planning, implementation and monitoring of group administrative activities • oral or written questioning on organisational policies and procedures that impact on team administration • portfolio containing evidence of a documented resource management plan and budget • third-party reports from a supervisor detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSSPA505A Coordinate team or group management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Resource requirements may	• equipment

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include:	• clothing • team vehicle • staffing.
Club or organisational personnel may include:	• administrators • club members • parents • qualified officials • volunteers.
Resource management plan may include:	• projected expenditure • revenue • acquisition of new resources • care and maintenance specifications.
Organisational policies and procedures may include:	• risk management • resource management • fundraising • financial accountability • personal records management • privacy.
Relevant legislation may include:	• fundraising • privacy • taxation.
Budget may include:	• income • expenditure.
Roles and responsibilities may include:	• resource management • finance • personnel management • coaching • administration.
Organisational structures and processes may include:	• individuals with specific responsibilities • sub-committees • portfolio groups • reporting channels.
Communication systems may include:	• newsletters • meetings • address lists • annual report • press statements.
Contingencies may include:	• financial difficulties • personnel changes • legal infringements • illness

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- malpractice.

Unit Sector(s)

Sport

Competency Field

Sports Administration

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SISSSTC301A Instruct strength and conditioning techniques

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to use drills, exercises and activities to instruct strength and conditioning techniques to individual athletes or groups of athletes according to their sport-specific needs, or those undertaking fitness programs to achieve personal fitness goals.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals or groups. The unit is applicable to those working with sporting groups, in fitness centres, gyms or autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess current status of athlete or athletes.	1.1. Select appropriate ***testing protocols*** and implement to assess current fitness level of ***athlete or athletes***. 1.2. Evaluate the ***training background and exercise history*** of athlete or athletes. 1.3. Identify the ***techniques of strength and conditioning*** to be developed with relevant ***support personnel*** according to the needs of the athlete or group.
2. Select the appropriate strength and ***conditioning program***.	2.1. Select ***core lifts and exercises*** to meet the identified needs of the athlete or athletes and ***organisational policies and procedures***. 2.2. Incorporate drills, ***exercise techniques*** and activities into the program to instruct a strength and conditioning program. 2.3. Select appropriate equipment to be used as part of the strength and conditioning program according to organisational policies and procedures.
3. Prepare for strength and conditioning session.	3.1. Allocate sufficient space and ***resources*** for the drill, activity or game. 3.2. Check exercise area is free from obstacles prior to commencement of session. 3.3. Check ***equipment*** is in good working order prior to commencement of session. 3.4. Quarantine and report faulty equipment according to organisational policies and procedures. 3.5. Arrange equipment according to exercise plan and relevant legislation and organisational policies and procedures.
4. Instruct strength and conditioning session.	4.1. Communicate session objectives and the ***benefits*** of strength and conditioning to athlete or athletes. 4.2. Explain ***common types of injuries*** that would prevent participation in the session and confirm athlete or athletes are not affected. 4.3. Instruct session according to strength and conditioning plan, relevant legislation and organisational policies and procedures and ***best practice principles of strength and conditioning training***. 4.4. Demonstrate and instruct correct use of equipment

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational policies and procedures and manufacturer's instructions. 4.5. Demonstrate exercises within the strength and conditioning class using appropriate ***instructional techniques***. 4.6. Monitor athlete intensity, technique and safety during the class. 4.7. Incorporate ***motivation techniques*** to maximise exercise program adherence.
5. Evaluate the strength and conditioning program and make modifications.	5.1. Review athlete's or athletes' training diary or diaries to monitor ongoing progress. 5.2. Implement modifications to the program where relevant to meet identified needs. 5.3. Use testing protocols to assess athlete's ongoing progress. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - instruct effective strength and conditioning techniques
  - give and receive feedback
- teamwork skills to be able to coach and mentor an athlete through a strength and conditioning program
- technology skills to assess athletes and select exercises and drills for use within the program
- planning and organising skills to implement a plan for strength and conditioning for an individual or group
- literacy and numeracy skills to enable the review of training diaries and the timely completion of sessions.

Required knowledge

- motivational techniques to provide appropriate feedback to athletes
- the major body systems, bones, joints muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of athletes

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- legislation and organisational policies and procedures to enable the safe delivery of exercise programs including the safe use of equipment and a safe learning environment
- drills, activities and games to teach the techniques of strength and conditioning
- physiological, psychological and biomechanical changes that occur with strength and conditioning training to enable informed planning and instruction of sessions and prompt response to athlete difficulties during the class.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • instructs strength and conditioning classes that meet athlete expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate the use of drills, activities and games to instruct in strength and conditioning techniques • assesses athletes current training status and needs and applies knowledge of human anatomy and physiology to select and modify an appropriate program • carries out tasks responsibly and safely using an athlete centred approach to encourage athlete participation using appropriate motivational and communication strategies.
Context of and specific resources for assessment	Assessment must ensure the conduct of multiple strength and conditioning sessions that meet the needs of individuals, groups or sports and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment with appropriate facilities, equipment and materials such as free weight or hydraulic equipment • a range of athletes with real or simulated strength and conditioning goals

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- documentation such as strength and conditioning programs and manufacturer's specifications for equipment use.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of preparation and instruction of a strength and conditioning session, including the selection of exercises for a program
- observation of interaction with a range of participants, including conveying information for safe participation in strength and conditioning sessions and motivating athletes to achieve desired outcomes
- oral or written questioning to assess knowledge of physiological, psychological and biomechanical changes that occur during strength and conditioning training
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSTC402A Develop strength and conditioning programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Testing protocols may include:

- core stability
- aerobic performance
- anaerobic performance.

Athlete or Athletes may include:

- different ages
- those with specific conditioning goals
- *experienced or inexperienced*
- female or male
- competitor in team or individual sports

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- amateur or professional.

Training background and exercise history may include:

- type of training program
- length of recent regular participation in previous training programs
- level of intensity involved in previous training programs
- exercise technique experienced.

Techniques of strength and conditioning may include:

- resistance training:
  - whole body or compound exercises for specific muscle groups or isolation
- aerobic endurance
- anaerobic endurance:
  - high intensity short interval training
- flexibility:
  - stretching
- elastic energy
- abdominal
- core stability.

Support personnel may include:

- administrators
- coaches
- sports scientists
- sports medicine providers
- parents or guardians.

Core lifts and exercises may include:

- abdominal
- roll outs
- reverse crunches
- side bends
- prone and hold
- back:
  - bent over row
  - lateral pull down
- biceps:
  - biceps curl
  - hammer curl
- calves and ankles:
  - standing calf or heel raise
  - peroneal flexions and wobble board
- chest:
  - flat bench press and dumbbell version
  - incline dumbbell press and barbell version
- forearms:

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- wrist curl
- hip or thigh:
  - hip sled
  - back squat
  - forward lunge
- shoulders:
  - seated shoulder press
  - machine shoulder press
- triceps:
  - lying triceps extension
  - triceps pushdown
- power exercises:
  - push press and push jerk
  - clean and power clean
- proprioception and neuromuscular coordination exercises.

Organisational policies and procedures may include:

- occupational health and safety
- athlete assessment procedures
- use, checking and storage of equipment
- tagging faulty or damaged equipment
- emergency procedures
- confidentiality of participant information
- time constraints and scheduling requirements.

Exercise techniques may include:

- hand grips
- stable body and limb positioning
- movement range of motion and speed
- breathing
- spotting.

Equipment may include:

- cardiovascular equipment
- free weight equipment
- hydraulic equipment
- exercise balls
- bars
- steps
- bands
- resistance equipment
- pin loaded equipment
- electronically braked equipment
- air braked equipment
- pool based equipment.

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Benefits may include:	• physiological • psychological • social • improved performance in chosen sport or competition.
Common types of injuries may include:	• *muscle or soft tissue injury* • *back injury*.
Best practice principles of strength and conditioning training may include:	• the sport's coaches or instructors code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's regulations and guidelines.
Instructional techniques may include:	• establishing a rapport • *verbal and non-verbal communication* • demonstration strategies • motivational strategies.
Motivation techniques may include:	• goal setting • positive feedback.

Unit Sector(s)

Sport

Competency Field

Strength and Conditioning

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SISSSTC402A Develop strength and conditioning programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to develop, implement and evaluate a strength and conditioning program. It focuses on the skills needed to develop a program which meets the needs of individual athletes or groups of athletes according to their sport-specific needs or those undertaking fitness programs to achieve personal fitness goals.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals or groups. The unit is applicable to those working with sporting groups, in fitness centres, gyms or autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify the needs and requirements of the athlete or team members.	1.1. Analyse the strength and conditioning ***needs and requirements*** of the activity or sport of the target individual or group. 1.2. Develop ***profiles*** for each individual or group member participating in the strength and conditioning program using appropriate ***assessment measures***. 1.3. Develop short, medium and long-term ***objectives*** for the strength and conditioning program through negotiation with ***athletes*** and ***support personnel***. 1.4. Identify the ***career phase*** of athlete and the ***training phase*** of the selected sport or activity to be addressed in the program.
2. Plan a strength and conditioning training program to meet identified needs.	2.1. Develop a strategy to meet the identified needs and requirements of the athlete or team. 2.2. Select the ***core lifts and exercises and techniques of strength and conditioning*** to address identified needs and requirements of the athlete according to ***organisational policies and procedures***. 2.3. Establish ***fixed points*** of the program and identify and document training phases within the training program. 2.4. Apply ***exercise selection and exercise order*** to maximise conditioning outcomes throughout the program. 2.5. Identify ***equipment*** and ***resource requirements*** for each session within the program. 2.6. Develop and document a program schedule to meet the identified needs, requirements and objectives of the athlete. 2.7. Include ***evaluation methods*** to monitor the training program prior to implementation.
3. Implement strength and conditioning training program.	3.1. Supervise strength and conditioning program. 3.2. Use ***strength and conditioning training methods*** to meet identified needs and requirements of athletes or team members. 3.3. Observe sessions to see that exercises are conducted in accord with rules and regulations and accepted ***best practice principles of strength and***

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ELEMENT	PERFORMANCE CRITERIA
	conditioning training.
	3.4. Ensure correct use of equipment during strength and conditioning session, according to organisational policies and procedures and manufacturer's instructions.
	3.5. Establish ongoing liaison between ***other coaches and specialists*** where coaches and specialists work with the same athlete to ensure a consistent approach to the strength and conditioning program.
4. Monitor, evaluate and modify the strength and conditioning program.	4.1. Evaluate the program according to methods established and documented within the strength and conditioning program plan.
	4.2. Monitor use of equipment according to exercise plan and relevant legislation and organisational policies and procedures.
	4.3. Review each athlete's or athletes' training diary or diaries to monitor ongoing progress.
	4.4. Use assessment measures to assess athlete's ongoing progress.
	4.5. Seek and receive feedback from participating athletes and support personnel.
	4.6. Implement modifications to the program, where relevant, to meet identified needs.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with other coaches and trainers
  - give and receive feedback from athletes
- problem-solving skills to select appropriate techniques and strategies for the program to meet the stated objectives
- planning and organising skills to schedule the strength and conditioning program
- technology skills to assess the fitness and condition of athletes and other participants
- literacy skills to:
  - document evaluation methods
  - record feedback

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- read and understand policies and procedures information.

Required knowledge

- the major body systems, bones, joints, muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of athletes
- anatomical, physiological and biomechanical differences of athletes including age and sex
- physiological adaptation to strength and conditioning training
- current strength and conditioning training techniques
- exercise prescription and exercise order principles
- physical constraints that may affect planning for strength and conditioning program
- legislation organisational policies and procedures to enable the safe delivery of exercise programs including the safe use of equipment and a safe learning environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses athlete's or athletes' current training status and needs and applies knowledge of human anatomy and physiology to develop programs to meet stated objectives for strength and conditioning • plans strength and conditioning classes that meet athlete expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate the use of strength and conditioning techniques • evaluates and modifies the training program according to feedback received and the results of evaluation procedures.
Context of and specific resources for assessment	Assessment must ensure development and implementation of multiple strength and conditioning programs to demonstrate competency and consistency of performance in the provision of core strength and conditioning techniques according to the specific needs of individuals, groups or sports.

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Assessment must also ensure access to:

- an environment with appropriate facilities, equipment and materials such as free weight or hydraulic equipment
- a range of athletes with real or simulated strength and conditioning goals
- documentation such as athlete's performance history and manufacturer's specifications for equipment use.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of preparation and planning for a strength and conditioning program, including the assessment of athletes
- observation of interaction with a range of participants, including conveying information for safe participation in strength and conditioning sessions and monitoring the use of equipment
- oral or written questioning to assess knowledge of physiological, psychological and biomechanical changes that occur during strength and conditioning training
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSTC301A Instruct strength and conditioning techniques
- SISXCAI405A Conduct individualised long term training programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Needs and requirements may

- competition performance
- pre-adolescent

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include:
- mature aged
- disability
- reconditioning
- rehabilitation.

Profiles may include:
- physical
- psychological
- tactical
- technical
- leadership skills.

Assessment measures may include:
- discussion with trainees
- physical ability tests
- trials
- performances in familiar environment
- performances in unfamiliar environment
- field assessments of fitness components
- performance history.

Objectives may include:
- enjoyment
- competition or performance
- selection
- tapering
- peaking
- maintenance.

Athlete or Athletes may include:
- *experienced or inexperienced*
- female or male
- competitor in team or individual sports
- amateur or professional.

Support personnel may include:
- administrators
- coaches
- sports scientists
- sports medicine providers
- parents or guardians.

Career phase may include:
- novice
- intermediate
- advanced.

Training phase may include:
- macro-cycles
- micro-cycles
- meso-cycles
- pre-season
- in-season
- post-season
- four year Olympic cycle.

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Core lifts and exercises may include:	• abdominal • roll outs • reverse crunch • side bends • prone and hold • back • biceps • calves and ankles • chest • forearms • hip or thigh • shoulders • triceps • power exercises • proprioception and neuromuscular coordination exercises.
Techniques of strength and conditioning may include:	• resistance training • aerobic endurance • anaerobic endurance • flexibility and stretching • elastic energy • abdominal • core stability.
Organisational policies and procedures may include:	• occupational health and safety • athlete assessment procedures • confidentiality of athlete information • emergency procedures • time constraints and scheduling requirements • use of venue • equal opportunity.
Fixed points may include:	• structure and subdivision of performance levels • availability of facilities • rules of the activity • rules of the competition or performance • intended peaks • selection dates and criteria • availability of support personnel.
Exercise selection may include:	• types of resistance training exercises • movement analysis of sport • athlete's exercise technique experience • available equipment and training time.

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Exercise order may include:	• core followed by assisted exercises • pre-exhaustion method • alternated upper and lower body exercise • supersets and compound sets.
Equipment may include:	• cardiovascular equipment • free weight equipment • hydraulic equipment • innovative equipment • exercise balls • bars • steps • bands • plyometric training systems • resistance equipment • pool based equipment.
Resource requirements may include:	• ratio of coaches to athletes • ratio of equipment to athletes • access to first aid facilities • access to equipment • appropriate facilities.
Evaluation methods may include:	• fitness assessments • lab assessments • discussion with participants • training and competitive performances • training diaries.
Strength and conditioning training methods may include:	• ***work duration***, ***rest periods and frequency*** • ***periodisation*** • ***training load***, ***repetition and volume*** • rehabilitation and reconditioning • core stability.
Best practice principles of strength and conditioning training may include:	• the sports coaches' or instructors' code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's regulations and guidelines.
Other coaches and or specialists	• health professionals • physiologists

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may include:

- biomechanics
- exercise scientists.

Unit Sector(s)

Sport

Competency Field

Strength and Conditioning

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SISXADM001 Organise and supervise participant travel

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to determine travel requirements, make travel arrangements and oversee the conduct of participant travel.

This unit applies to those with responsibility for planning and coordinating travel for groups and individuals and their equipment in a sporting or recreational context. Work is undertaken according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Administration

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine travel requirements.	1.1 Determine travel requirements and needs of participants in consultation with appropriate staff. 1.2 Identify resource and logistical requirements for travel. 1.3 Determine and review travel costs and identify budget and resource constraints.

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	1.4 Identify risks associated with travel arrangements and develop contingency plans.
	1.5 Obtain approval for travel according to organisational procedures.
2. Make travel arrangements.	2.1 Plan and document travel schedule according to participant needs and activity requirements.
	2.2 Access and interpret information about different options for travel and other services required.
	2.3 Select preferred services and finalise costings within available budget.
	2.4 Book and confirm travel arrangements with appropriate staff and external agencies.
	2.5 Communicate information about travel arrangements to participants and relevant members of staff.
	2.6 Source and check accuracy of travel documents for participants.
3. Supervise travel arrangements.	3.1 Monitor travel schedule and modify as appropriate during activities.
	3.2 Secure equipment and travel documents.
	3.3 Complete and maintain travel related documentation.
	3.4 Maintain expenditure levels according to budget requirements.
	3.5 Select and use communication strategies for group management.
	3.6 Implement contingency plans to manage scheduling and other travel related difficulties.
4. Review travel arrangements.	4.1 Conduct review of travel arrangements including feedback from participants.
	4.2 Identify and propose recommendations for future travel based on review outcomes.
	4.3 Review own work performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCCRO306A Organise participant travel

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXADM001 Organise and supervise participant travel

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- organise and supervise travel arrangements for at least three different groups of participants and their associated equipment for a sport or recreation activity.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for making travel arrangements:
  - work health and safety/occupational health and safety
  - duty of care
  - roles and responsibilities of staff
  - communication protocols
  - liability
  - insurance
  - codes of behaviour
  - protocols for making travel arrangements
  - reporting obligations
- legislation related to the organisation of travel:
  - work health and safety/occupational health and safety
  - anti-discrimination
  - road safety and transport
  - conditions of carriage
  - working with children
  - privacy
  - consumer law
- sources of information on travel options for different types of trips and groups
- logistical issues involved in organising travel:
  - booking systems
  - insurance

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  - medical assistance
  - meals
  - departure and arrival times
  - comfort and hygiene
  - general supervision and support
- risk management planning for:
  - disruption to travel arrangements
  - injury or illness
  - alterations to schedules
  - misplaced, lost or damaged equipment and belongings
  - accidents
- communication strategies for managing groups:
  - head counts
  - rolls
  - buddy systems or travel partners
  - codes of behaviour
  - communication strategies.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- legislation and organisational policies and procedures such as travel booking procedures, communication protocols, privacy and confidentiality
- industry or organisation documentation for travel
- logistical resources and equipment required for travel
- groups of participants for whom travel is organised; participants can be:
  - individuals in sport or recreation organisations, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- organise travel arrangements within realistic time constraints
- supervise travel arrangements of a duration that reflects typical trip duration in the area of work.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXCAI001 Provide equipment for activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare, demonstrate, use and store equipment for activities.

This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries. This includes assistants in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Identify equipment requirements.	1.1 Determine and check availability of equipment required by participants for session and update records. 1.2 Explain hire information and deposit charges, where appropriate, to participants. 1.3 Explain and demonstrate safe use of equipment to participants.
2. Issue and set up equipment.	2.1 Collect and secure hire payments and deposits, and record details. 2.2 Issue correct and suitable equipment, and provide assistance with fitting and use where necessary. 2.3 Set up equipment according to supervisor instructions. 2.4 Monitor safe use of equipment for intended purposes and report problems, as required. 2.5 Use specified lifting and handling techniques to avoid damage to equipment and injury to self and participants.
3. Dismantle and check equipment.	3.1 Check work environment and equipment for damage or deterioration and report as required. 3.2 Dismantle equipment safely according to manufacturer instructions. 3.3 Carry out minor repairs as directed within own role and responsibility. 3.4 Report and document damaged or missing equipment in a timely manner. 3.5 Refund deposits on return of equipment and adjust for missing or damaged equipment. 3.6 Withdraw and dispose of equipment with expired life spans.
4. Store equipment.	4.1 Return and secure equipment in storage area safely, and in preparation for next session as required. 4.2 Maintain storage area in a clean and tidy condition and ensure necessary access and egress in the case of an emergency. 4.3 Complete and update records of stored equipment.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret organisational policies and procedures, and manufacturer instructions regarding equipment storage and use • determine the equipment requirements for activities using organisational documents such as lists, inventories or other forms.
Oral communication skills to:	• question supervisor and participants regarding equipment requirements and availability.
Numeracy skills to:	• calculate hire charges and deposits, refunds and adjustments for damaged or lost equipment.

Unit Mapping Information

SISXCAI101A Provide equipment for activities

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXCAI001 Provide equipment for activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- set up, demonstrate, use, dismantle, and store at least ten different pieces of equipment for activities over at least three different sessions
- demonstrate the use of:
  - appropriate equipment suitable to the activity and participant requirements
  - appropriate personal protection equipment such as helmets, gloves, shin pads
- convey information about essential safety aspects of all equipment
- complete the appropriate documentation to record:
  - a variety of equipment issued to participants
  - at least one missing piece of equipment
  - at least one damaged piece of equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- strategies to access and provide equipment for the relevant sessions
- basic aspects of legislation that enable safe equipment use, maintenance and storage:
  - work health and safety/occupational health and safety requirements
- organisational policies and procedure to enable safe equipment use, maintenance and storage
  - safety procedures
  - communication protocols
  - roles and responsibilities of different people, and types of tasks undertaken
  - reporting channels
  - managing payments and refunds for equipment hire
  - equipment hire
  - frequency and scope of equipment checks
  - reporting and record keeping
- equipment specifications and instructions to enable the selection and safe use of appropriate equipment for identified activities

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- equipment testing and checking techniques, as specified by manufacturer, for:
  - damage
  - missing parts
  - failure to operate
  - structural faults.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment with access to required equipment for participants. This can be a workplace or simulated environment.

Assessment must ensure use of:

- up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure:
  - safety, e.g. helmets, head gear, gloves
  - the participant can participate in activities to suit their goals, e.g. racquets, bats, balls
- workplace documents currently used in the sport, fitness or recreation industries:
  - equipment hiring documentation
  - safety and maintenance of equipment checklists and report forms
- organisational policies and procedures related to reporting and record keeping.
- activity supervisor and participants in a sport, fitness or recreation activity; supervisor and participants can be:
  - staff and participants in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- provide equipment for sport, fitness or recreation sessions for a range of participants over a period of time that adequately reflects the workplace role, for example: pre-season of a sport; a community health program delivered over several weeks; or a gym program delivered over a period of time to achieve goals.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXCAI002 Assist with activity sessions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist a leader or supervisor to prepare, conduct, monitor and evaluate activity sessions.

This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries. This includes assistants in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Contribute to session planning.	1.1 Offer and discuss suggestions that support aims of session and participants. 1.2 Review and confirm session plan and assigned duties with supervisor. 1.3 Confirm allocated arrangements regarding equipment, materials, access to facilities and refreshments. 1.4 Notify supervisor of any difficulties and make required changes as directed. 1.5 Confirm final arrangements with session supervisor.
2. Assist in preparing participants.	2.1 Check equipment, report to supervisor and document as required. 2.2 Communicate information required for participants to safely participate in the session. 2.3 Assist participants to warm-up for the session. 2.4 Refer situations and occurrences outside area of responsibility to supervisor.
3. Assist in session delivery.	3.1 Carry out assigned duties as directed. 3.2 Respond to participant queries according to own level of responsibility. 3.3 Explain and demonstrate techniques and equipment to participants as required. 3.4 Monitor participant performance and report any problems to supervisor. 3.5 Assist participants to cool-down after session. 3.6 Check equipment for wear and tear, report and document as required.
4. Assist in session evaluation and follow-up.	4.1 Seek participant feedback and identify further needs. 4.2 Explain plan for follow-up sessions to participants as directed. 4.3 Provide personal and participant feedback on session outcomes to appropriate staff. 4.4 Review own work performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Problem-solving skills to:	• identify, report, and solve problems related to sessions, such as unavailable equipment.
Teamwork skills to:	• liaise with appropriate staff to carry out allocated tasks.
Planning and organising skills to:	• complete allocated tasks in a timely manner according to plan.

Unit Mapping Information

SISXCAI102A Assist in preparing and conducting sport and recreation sessions

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXCAI002 Assist with activity sessions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assist a supervisor to plan and conduct at least five different sport, fitness or recreation sessions involving:
  - completion of allocated tasks according to instructions of supervisor and session plan
  - communication of essential information:
    - content of activity
    - timing and sequencing of components
    - appropriate apparel and footwear
    - safe use of equipment
    - instructions to complete an activity
    - potential hazards
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques
- contribute to each session evaluation:
  - provision of personal feedback
  - collection of participant feedback:
    - suitability and safety of facilities and equipment
    - content of session
    - structure and content of the activity or session
    - participant progress.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of legislation related to planning, conducting and evaluating sport, fitness or recreation sessions:
  - work health and safety/occupational health and safety requirements

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    - equal opportunity and anti-discrimination
    - privacy and confidentiality
    - working with children requirements
- organisational policies and procedures related to planning, conducting and evaluating sport, fitness or recreation sessions:
    - safety procedures
    - communication protocols
    - roles and responsibilities of different people, and types of tasks undertaken
    - reporting channels
    - reporting and record keeping
    - frequency and scope of equipment checks
- the aims of sport, fitness or recreation sessions:
    - maximise participation
    - inspire confidence
    - provide motivation
    - assist with self-improvement
    - make lifestyle adjustments
    - entertainment
    - social opportunities
    - develop team work
    - develop gross motor skills
- components of sport, fitness or recreation session plans:
    - objectives
    - equipment
    - time
    - location
    - content
    - order
    - phases: warm-up, conditioning, cool-down
- potential hazards associated with activities and strategies to maximise safe participation
- techniques and skills appropriate to the session:
    - warm-up techniques
    - cool-down techniques
- equipment specifications and instructions to enable the selection and safe use of appropriate equipment for identified activities
- techniques to motivate participants to encourage interaction and participation
- organisational referral and reporting requirements, to a supervisor or other appropriate personnel, in cases where there is:
    - sudden illness
    - aggressive behaviour

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- bullying
- harassment
- participant behaviour
- inappropriate activity type or duration
- equipment failure.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment with access to required equipment for participants. This can be a workplace or simulated environment.

Assessment must ensure use of:

- up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure:
  - safety, e.g. helmets, head gear, gloves
  - the participant can participate in activities to suit their goals, e.g. racquets, bats, balls
- workplace documents currently used in the sport, fitness or recreation industries:
  - session plans
  - session and equipment checklists
  - participant feedback or evaluation forms
- organisational policies and procedures related to:
  - preparing, conducting and evaluating activity sessions
  - roles and responsibilities of leaders or supervisors, and assistants
- activity supervisor and participants in a sport, fitness or recreation activity; supervisor and participants can be:
  - staff and participants in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- assist a leader or supervisor in the conduct of sport, fitness or recreation sessions over a period of time, that adequately reflects the workplace role, for example: pre-season of a sport; a community health program delivered over several weeks; or a gym program delivered over a period of time to achieve goals.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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Links

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SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and conduct non-instructional sport, fitness or recreation sessions. It requires the ability to develop session plans, resource sessions, ensure the welfare and satisfaction of participants, and develop and maintain group cooperation and interaction.

This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries. This includes assistants in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify participant needs and expectations.	1.1 Clarify participant preferences, needs and expectations. 1.2 Conduct assessments to determine condition of participants, in consultation with relevant support personnel, as required. 1.3 Assess likely session demands on participants. 1.4 Advise participants of any reasons why they should not participate in the session. 1.5 Recommend participants seek external assistance as required. 1.6 Identify group cohesion strategies as required.
2. Plan the session.	2.1 Identify and access relevant information required to plan a session. 2.2 Identify staff, equipment and resources appropriate for the session. 2.3 Design and document a session plan within available resources. 2.4 Identify external factors which may disrupt or influence session delivery, value and outcome. 2.5 Confirm session plan meets requirements for acceptable levels of supervision. 2.6 Seek agreement for session plan from staff, participants and organisations as required.
3. Prepare for the session.	3.1 Identify and organise appropriate venue to meet session requirements. 3.2 Select and confirm availability of appropriate equipment. 3.3 Confirm availability of resources with appropriate staff, support personnel, organisations and participants. 3.4 Organise and brief support personnel according. 3.5 Check equipment for damage or deterioration and report to responsible person, as required. 3.6 Issue or set up equipment as required, and provide assistance with fitting where necessary. 3.7 Modify or condition equipment for use by different participant groups.
4. Conduct the session.	4.1 Communicate instructions and relevant information to participants in a suitable manner. 4.2 Explain and demonstrate techniques, activities and safe use of equipment. 4.3 Provide positive feedback and motivational strategies to enhance participation and performance.

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	4.4 Observe and assess participant progress against objectives and modify session as required. 4.5 Monitor participation and safety and implement appropriate strategies. 4.6 Demonstrate warm-up and cool-down techniques and assist participants. 4.7 Check condition of equipment, complete minor repair and report as required. 4.8 Leave venue in a condition suitable for future use.
5. Evaluate the session.	5.1 Seek and acknowledge feedback from participants and other staff. 5.2 Evaluate session components and identify potential areas of improvement. 5.3 Review own performance and identify potential improvements. 5.4 Document and update records of session and evaluation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret manufacturer instructions related to equipment set up, dismantling, maintenance and repair.
Problem-solving skills to:	• determine maintenance requirements of damaged equipment • resolve conflict through negotiation.

Unit Mapping Information

SISXCAI303A Conduct sport and recreation sessions

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and conduct at least ten different sport, fitness or recreation sessions involving:
  - planned tasks, games, activities and exercises of varying durations
  - communication, demonstration and explanation of:
    - content, timing and sequence of activities
    - appropriate apparel and footwear
    - techniques and safe use of equipment
    - warm-up and cool-down techniques
    - activities during sessions
    - potential hazards
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques
- complete session evaluations:
  - own work performance
  - collection of participant feedback:
    - suitability and safety of facilities and equipment
    - content of session
    - structure and content of the activity or session
    - participant progress.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of legislation related to planning, conducting and evaluating sport, fitness or recreation sessions:
  - work health and safety/occupational health and safety requirements
  - equal opportunity and anti-discrimination

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  - privacy and confidentiality
  - working with children requirements
- organisational policies and procedures related to planning, conducting and evaluating sessions:
  - safety procedures
  - risk analysis processes
  - communication protocols
  - roles and responsibilities of different people, and types of tasks undertaken
  - reporting channels
  - reporting and record keeping
  - frequency and scope of equipment checks
- components of sport, fitness or recreation sessions:
  - objectives
  - equipment
  - time
  - location
  - content
  - order
  - phases: warm-up, conditioning, cool-down
- participant needs:
  - competition or performance targets
  - assist with self-improvement
  - fitness targets
  - lifestyle adjustments
  - social opportunities
- tests and assessments appropriate to preparing for sport, fitness or recreation sessions:
  - interviews
  - past performances
  - medical history
  - physical ability tests
- likely demands of participants and sessions:
  - physical
  - emotional
  - psychological
  - group
  - individuals within groups
  - disability requirements
- resource requirements for sessions:
  - physical
  - human

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  - financial
  - transport and related logistical
- external factors that may affect session outcomes:
  - weather
  - time of day
  - environmental variables
  - condition of site or location
  - participant abilities
- conflict resolution strategies to enable group cohesion and interaction
- equipment specifications, testing and checking techniques to ensure the selection and safe use of appropriate equipment
- evaluation processes to enable improvements to be made to the program.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment with access to required equipment for participants. This can be a workplace or simulated environment.

Assessment must ensure use of:

- up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure:
  - safety, e.g. helmets, head gear, gloves
  - the participant can participate in activities to suit their goals, e.g. racquets, bats, balls
- workplace documents currently used in the sport, fitness or recreation industries:
  - session plans
  - session and equipment checklists
  - participant feedback or evaluation forms
- organisational policies and procedures related to:
  - preparing, conducting and evaluating activity sessions
- activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be:
  - staff and participants in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- plan and conduct a range of non-instructional sessions for a range of participants over an industry realistic period of time.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXCAI004 Plan and conduct programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a range of non-instructional programs in a variety of contexts for diverse needs and situations.

This unit applies to individuals who work autonomously in a range of roles and settings in the sport, fitness or recreation industries. This includes program staff working in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element.
1. Identify participant needs and expectations.	1.1 Clarify participant preferences, needs and expectations. 1.2 Identify special requirements according to participant needs. 1.3 Advise participants of any reasons why they should not participate in the program. 1.4 Conduct a risk analysis for program. 1.5 Establish criteria for referral for external assistance. 1.6 Recommend participants seek external assistance as required. 1.7 Document and update consultation records.
2. Plan the program.	2.1 Identify and access sources of information required to plan a program of sessions. 2.2 Establish size, scope and goals of program and included sessions. 2.3 Identify staff, equipment and resources appropriate for the program. 2.4 Design and document a program plan to meet identified participant needs and abilities. 2.5 Seek agreement for program plan from staff, participants and organisations as required.
3. Prepare for the program.	3.1 Obtain budget allocation from responsible person(s). 3.2 Confirm adherence to budget constraints. 3.3 Identify and confirm availability of appropriate resources and personnel. 3.4 Prepare documentation and templates for conducting, reporting and evaluating sessions. 3.5 Organise purchase or hire of equipment with responsible person, as required. 3.6 Organise completion of enrolment and documentation processes by participants.
4. Conduct the program.	4.1 Communicate instructions and relevant information to participants in a suitable manner. 4.2 Observe and assess participant progress against program aims and modify program as required. 4.3 Monitor program participation and safety and implement appropriate strategies. 4.4 Seek feedback from participants regarding progress during program and modify as required. 4.5 Monitor venue, resources and equipment to ensure continued availability.

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5. Conclude and evaluate program.	5.1 Finalise program completion as required. 5.2 Inform participants of follow-up programs. 5.3 Seek and acknowledge feedback from participants and relevant stakeholders. 5.4 Evaluate program components and identify potential areas of improvement. 5.5 Review own performance and identify potential improvements. 5.6 Document and update records of program and evaluation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes complex budget information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXCAI004 Plan and conduct programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and adjust at least ten sport, fitness or recreation programs incorporating:
  - needs, preferences and expectations of different participants
  - budgetary constraints
  - logistics
  - appropriate response to problems or issues that arise
  - positive feedback in a timely manner to all participants
  - communication and explanation of:
    - aims and objectives
    - dates and times
    - sessions, stages and structure
- complete program evaluations:
  - own work performance
  - collection of participant feedback:
    - suitability and safety of facilities and equipment
    - content of program
    - structure and content of activities or sessions
    - participant progress.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of legislation related to planning, conducting and evaluating sport, fitness or recreation programs:
  - work health and safety/occupational health and safety requirements
  - equal opportunity and anti-discrimination
  - privacy and confidentiality
  - working with children requirements

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- organisational policies and procedures related to planning, conducting and evaluating programs:
  - safety procedures
  - risk analysis processes
  - communication protocols
  - roles and responsibilities of different people, and types of tasks undertaken
  - reporting channels
  - reporting and record keeping
  - frequency and scope of equipment checks
- participant needs:
  - competition or performance targets
  - assist with self-improvement
  - fitness targets
  - lifestyle adjustments
  - social opportunities
- resource requirements for programs:
  - physical
  - human
  - financial
  - transport and related logistical
- principles of inclusive practice to enable participation by a range of participants
- activity-specific knowledge to ensure program activities match participant needs
- factors affecting group dynamics and conflict resolution strategies to enable group cohesion and interaction
- equipment specifications, testing and checking techniques to ensure the selection and safe use of equipment
- evaluation processes to enable improvements to be made to the program.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment with access to required equipment for participation. This can be a workplace or simulated environment.

Assessment must ensure use of:

- up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure:
  - safety, e.g. helmets, head gear, gloves
  - the participant can participate in activities to suit their goals, e.g. racquets, bats, balls
- workplace documents currently used in the sport, fitness or recreation industries:
  - program plans

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    - program and equipment checklists
    - participant feedback or evaluation forms
- organisational policies and procedures related to:
    - preparing, conducting and evaluating programs
- activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be:
    - staff and participants in an industry workplace who are assisted by the individual during the assessment process or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- plan and conduct a range of programs for a range of participants over an industry realistic period of time.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXCAI005 Conduct individualised long-term training programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply sport or activity-specific knowledge to plan, implement and evaluate long-term training programs designed to develop individual sporting skills or physical capacity.

This unit applies to sport, fitness or recreation professionals working with individuals, groups or teams. These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify participant needs and expectations.	1.1 Review and analyse participant requirements according to demands of the activity. 1.2 Develop participant profiles using evaluation measures. 1.3 Establish fixed points and phases of the program.

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	1.4 Identify specific participant needs to be addressed by the program.
2. Plan the program.	2.1 Develop program goals and phase objectives in consultation with participant. 2.2 Identify need for support personnel within the program. 2.3 Select exercises/drills and training methods to meet identified needs and objectives of the program. 2.4 Identify staff, equipment and resource requirements for each phase of the program. 2.5 Develop evaluation measures to monitor the program. 2.6 Schedule and document all aspects of the program.
3. Deliver long-term training program.	3.1 Explain and demonstrate exercises/drills, techniques and equipment to participants. 3.2 Monitor and document skill performance, fitness levels and wellbeing of participant throughout the program. 3.3 Monitor participant and adjust incorrect or unsafe techniques, as required. 3.4 Liaise with other coaches, instructors and support personnel working with the participant. 3.5 Use motivation techniques to encourage program adherence.
4. Evaluate and modify training program.	4.1 Seek feedback from participant and other personnel, as required. 4.2 Review own performance and identify potential improvements. 4.3 Modify program where required in response to feedback from participant and own self-reflection outcomes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communications skills to:	• explain particular aspects of the long-term training program to participants and confirm participant understanding.
Teamwork skills to:	• coach and motivate an individual through a long-term training program.

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Unit Mapping Information

SISXCAI305A Conduct individualised long term training programs

Links

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Assessment Requirements for SISXCAI005 Conduct individualised long-term training programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and evaluate at least five long-term training programs for participants with different individual sporting skills or physical capacity, incorporating:
  - explanation and demonstration of:
    - suitable skills-related exercises/drills and techniques
    - progressive skill acquisition and whole or part skills drills
    - warm-up and cool-down exercises/techniques
    - tactical, competition or performance
  - a variety of appropriate training methods for:
    - specificity
    - rest and recovery
    - reversibility
    - frequency
    - intensity
    - duration
    - periodisation
    - tapering
    - peaking
    - individuality
    - maintenance.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of legislation related to planning, conducting and evaluating long-term sport, fitness or recreation programs:
  - work health and safety/occupational health and safety requirements
  - equal opportunity and anti-discrimination
  - privacy and confidentiality

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    - working with children requirements
- organisational policies and procedures related to planning, conducting and evaluating programs:
    - safety procedures
    - risk analysis processes
    - communication protocols
    - roles and responsibilities of different people, and types of tasks undertaken
    - reporting channels
    - reporting and record keeping
    - frequency and scope of equipment checks
- components of long-term training programs:
    - objectives
    - equipment
    - time
    - location
    - content
    - order
    - phases: warm-up, conditioning, cool-down
- participant needs:
    - competition or performance targets
    - assist with self-improvement
    - fitness targets
    - lifestyle adjustments
    - social opportunities
- resource requirements for sessions:
    - physical
    - human
    - financial
    - transport and related logistical
- assessment and training requirements to address:
    - progressive skill acquisition
    - whole or part skills drills
    - skill-related components of fitness
    - health-related components of fitness
- training methods and related programming techniques for:
    - specificity
    - rest and recovery
    - reversibility
    - frequency
    - intensity

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  - duration
  - periodisation
  - tapering
  - peaking
  - individuality
  - maintenance
- fixed points in programs:
  - structure of competition or performance
  - facilities
  - rules
  - individual and team involvement
  - intended peaks
  - selection dates and criteria
  - participant lifestyle
  - support personnel
- likely demands of participants and sessions:
  - physical
  - emotional
  - psychological
  - group
  - individuals within groups
  - disability requirements
- objectives of participant and program:
  - participant enjoyment
  - competition or performance targets
  - tactical
  - leadership
  - social
- evaluation measures:
  - field assessments of fitness components
  - field assessments of skill components
  - interviews or discussions with participants
  - performance history
  - performance in familiar and unfamiliar environments
  - subjective assessments
  - training and competitive performances
  - training diary
  - trials
- biomechanics, anatomical systems and the principles of skill acquisition to enable effective planning and preparation of long-term training programs:

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  - levers
  - centre of gravity
  - base of support
  - fulcrum
  - major muscle actions
- principles of periodisation:
  - microcycle
  - mesocycle
  - macrocycle
  - annual planning and phasing:
    - preparatory phase
    - competitive phase
    - transition phase
- periodisation and growth and development necessary to enable effective planning and preparation of long-term training programs
- equipment for identified sport or activity
- role of support personnel in long-term training programs.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure:
  - safety, e.g. helmets, head gear, gloves
  - the participant can participate in program activities, e.g. racquets, bats, balls
- workplace documents currently used in the sport, fitness or recreation industries:
  - program plans
  - program and equipment checklists
  - participant feedback or evaluation forms
- appropriate:
  - ratio of support personnel e.g. coaches to athletes
  - ratio of equipment to athletes
  - time period
- activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be:
  - staff and participants in an industry workplace who are assisted by the individual during the assessment process or

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- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- develop and implement several long-term training programs for a range of participants and activities over an industry realistic period of time.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXCAI006 Facilitate groups

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to establish and facilitate the effective functioning of a group of people participating in an activity.

This unit applies to individuals who work autonomously in a range of roles and settings in the sport, fitness or recreation industries. This includes program staff working in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No licensing, legislative or certificate requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Plan for group establishment.	1.1 Establish activity goals of individuals and group. 1.2 Identify group dynamics and potential barriers to group development and performance. 1.3 Establish and document group performance plan to meet needs and activity outcomes.
2. Develop group commitment and cooperation.	2.1 Develop group effectiveness through active participation of all group members. 2.2 Establish systems to monitor and review group development and performance. 2.3 Develop and implement strategies to reduce and eliminate barriers. 2.4 Establish trust, confidence and ownership in group decision-making, feedback and problem-solving processes.
3. Facilitate group processes and performance.	3.1 Collaborate with group to develop effective working relationships. 3.2 Facilitate individual and collective engagement while maintaining group cohesion. 3.3 Devolve responsibility and accountability to group members, where appropriate. 3.4 Implement effective conflict-resolution strategies when required. 3.5 Communicate with group using appropriate mediums. 3.6 Monitor, adjust and record the performance of group members using established review systems.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	• create written plans and performance records.
Problem-solving skills to:	• address activity-specific problems and client interaction issues or conflict to enable smooth functioning of the group.

Unit Mapping Information

SISXCAI306A Facilitate groups

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Assessment Requirements for SISXCAI006 Facilitate groups

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- facilitate the effective functioning of at least three groups, and develop strategies to resolve problems:
  - group and individual goals that the individual has identified and clarified
  - group members who have diverse styles, aspirations, cultures and perspectives
- use the following techniques to assist each group to facilitate optimum outcomes:
  - task allocation
  - mentoring
- provide opportunities to encourage groups to openly propose, discuss and resolve issues through:
  - group management skills
  - group decision making
  - listening skills
  - negotiation techniques
  - defining roles and responsibilities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- factors that contribute to optimal performance:
  - mentoring
  - task allocation
- group dynamics and interactions that influence the attitudes and behaviours of others
- stages of group development to enable effective and constructive group support:
  - forming
  - norming
  - storming
  - performing
  - adjourning
- leadership styles, categories and types, appropriate to a range of group situations

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- collaborative approaches to develop effective working relationships:
  - group management skills
  - group decision making
  - listening skills
  - negotiation techniques
  - defining roles and responsibilities
- barriers to effective group development and performance:
  - conflict of interest
  - conflict between individuals and group goals
  - personality clashes
  - poor communication skills
  - lack of group cohesion and commitment to goals
  - poorly defined roles and responsibilities
- facilitation techniques to assist the group to obtain the best outcomes.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment with access to participants. This can be a workplace or simulated environment.

Assessment activities that allow the individual to:

- plan and facilitate effective group functioning for a diverse group of clients
- apply effective conflict-resolution techniques.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXCAI007 Assist with activities not requiring equipment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist in the planning, conduct and evaluation of activities that do not require the use of equipment.

This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries. This includes assistants in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Assist in planning recreation activities.	1.1 Confirm participant characteristics, abilities and needs with nominated staff. 1.2 Identify and offer activity suggestions appropriate for participants. 1.3 Select activities that encourage maximum participation and enjoyment of participants in consultation with nominated staff. 1.4 Confirm and clarify activity requirements in consultation with nominated staff. 1.5 Plan activities according to participant abilities and other needs.
2. Assist in conducting recreation activities.	2.1 Provide clear and accurate activity instructions and information to participants and confirm understanding. 2.2 Complete allocated tasks promptly as directed. 2.3 Respond to participant queries according to own level of responsibility. 2.4 Monitor participant performance in consultation with person responsible. 2.5 Identify and report problems in participant behaviour or activity conduct to person responsible, as required. 2.6 Encourage participants to seek and provide feedback and identify further needs.
3. Assist in session evaluation.	3.1 Provide personal feedback on outcomes to person responsible and other nominated staff. 3.2 Communicate participant feedback on the activity to nominated staff. 3.3 Review own work performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCCRO301A Assist with recreation activities not requiring equipment

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Assessment Requirements for SISXCAI007 Assist with activities not requiring equipment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assist in the planning, delivery and evaluation of at least three different recreational activities for three different groups of participants.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of legislation that affect planning and conduct of activities:
  - work health and safety/occupational health and safety requirements
  - equal opportunity and anti-discrimination
  - privacy and confidentiality
  - working with children requirements
- organisational policies and procedures for conduct of activities:
  - safety procedures
  - communication protocols
  - roles and responsibilities of different people, and types of tasks undertaken by an assistant:
    - providing access to facilities or recreation areas
    - providing advance information to participants
    - organising refreshments
  - reporting channels
- sources information about activities
- types of activities used in different recreational settings:
  - competitive
  - non-competitive
  - traditional cultural activities
  - individual or group
- role of activities and their potential benefits for individuals:
  - participation and interaction

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    - confidence building
    - motivation
    - fitness
    - lifestyle improvement
- considerations for organising activities:
    - matching game type and duration to participant needs safety
    - rules and regulations
    - instructions
    - resources
    - scheduling/timing/sequencing
    - expected behaviour
    - clothing and footwear
    - hydration
    - game specific hazards
    - other potential hazards and how to minimise risk
- techniques for monitoring game conduct:
    - supervising behaviour
    - interacting with participants
    - supporting participation and performance
- ways to evaluate the success of activities.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- sources of information on activities and their requirements
- activity-specific resources and information
- documentation, program plans, evaluation forms
- participants with varying needs to undertake recreation activities; these may be:
    - participants in an industry workplace or
    - individuals who participate in simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- work within industry realistic timeframes
- respond to typical problems in the conduct of activities.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXCCS001 Provide quality service

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to address needs and expectations of clients and colleagues, promote programs, services and facilities, and respond to conflict and client complaints.

This unit applies to individuals working in a range of customer service roles in the sport, fitness or recreation industries. This includes individuals working in gyms, aquatic centres, community centres or indoor activity centres, as well as to those working as instructors, trainers or guides and volunteers in indoor and outdoor settings.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client and Customer Service

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Address client needs and expectations.	1.1 Recognise and confirm client preferences, needs and expectations. 1.2 Source and provide relevant information about programs, services and facilities to match client requirements. 1.3 Meet all reasonable client needs and requests in a timely and professional manner. 1.4 Encourage clients to ask questions and address these as required.
2. Provide quality service experience.	2.1 Organise, confirm and record appointments for clients to their satisfaction. 2.2 Provide professional and personalised service to ensure a quality experience for clients. 2.3 Anticipate client preferences, needs and expectations throughout the provision of services. 2.4 Confirm client satisfaction in a timely manner and implement appropriate adjustments to service as required. 2.5 Promote repeat business to clients by offering continued service or offers of alternatives. 2.6 Maintain records of client service provided.
3. Resolve customer complaints.	3.1 Recognise client dissatisfaction, conflicts or complaints promptly and take action to resolve the issue. 3.2 Respond to client complaints professionally and refer to appropriate personnel as required. 3.3 Discuss unresolved concerns with client and prepare plan of action if appropriate.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret client written requests and complaints to determine appropriate course of action • interpret policies and procedures such as complaint handling and service standard expectations.

Oral communication skills to:	• use active listening and open and closed probe questioning to:
	  • interact with clients in a polite and courteous manner
	  • determine client preferences and offer suitable products

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	and services • develop rapport with clients.
Problem-solving skills to:	• respond to client requests and implement actions to promote client satisfaction • assess complaints, identify appropriate actions to resolve the complaints and decide when to refer to a supervisor.
Initiative and enterprise skills to:	• identify opportunities to: • enhance service quality • offer additional programs or services.
Self-management skills to:	• seek and act on feedback from colleagues and clients to improve service delivery and to take responsibility for service outcomes.
Technology skills to:	• respond to client complaints and requests received electronically.

Unit Mapping Information

SISXCCS201A Provide customer service

SISFFIT302A Provide quality service in the fitness industry

Links

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Assessment Requirements for SISXCCS001 Provide quality service

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide programs and services to clients with varying needs and expectations over at least three service periods ensuring that:
  - services match client needs and expectations
  - personal presentation standards meet organisational standards
  - client appointment times are organised and confirmed
  - service is provided in a timely manner
  - client confidentiality and privacy is maintained
  - complaints are resolved or referred as required
- interact with clients in a polite and courteous manner using appropriate communication strategies and organisational channels to provide relevant information.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant legislation related to customer service:
  - consumer law
  - equal opportunity
  - work health and safety/occupational health and safety
  - promotions
- organisational policies and procedures to enable ethical and non-discriminatory treatment of client requests and resolution of complaints:
  - communication protocols
  - complaint procedures
  - customer service procedures
  - reporting procedures
  - personal presentation
  - privacy
  - record keeping procedures

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- communication mediums required to provide service to clients and colleagues
- conflict resolution strategies
- awareness of customs and practices of various social and cultural groups within Australia, to assist with meeting client needs and expectations in regards to:
  - modes of greeting, farewelling and conversation
  - body language, e.g. body gestures,
  - formality of language
  - clothing
- services and products within the organisation that may be suited to particular clients
- principles and benefits of enhanced customer service experiences and positive communication.

Assessment Conditions

Skills must be demonstrated in:

- a client service delivery environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- clients with whom the individual can interact; these can be:
  - clients in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment must ensure access to:

- organisational policies and procedures related to the customer service as specified in the Knowledge Evidence
- relevant legislation related to customer service, as specified in the Knowledge Evidence
- sources of information on related services
- computers and databases.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXCCS002 Coordinate client service activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coordinate client service activities. The unit focuses on the application of service standards to maintain and improve the level of service activities provided to clients.

This unit applies to individuals who work in customer contact roles such as activity assistants or customer service assistants in locations such as community recreation centres, indoor recreation facilities, sporting complexes, fitness venues, and leisure and aquatic centres. It may also apply to those working on-site during sport, fitness and recreation events.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client and Customer Service

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Identify client service standards.	1.1 Access and interpret client service standards for the workplace. 1.2 Contribute to the development, refinement and improvement of service policies, standards and processes. 1.3 Match staff to service client needs, as required.
2. Implement and evaluate client service systems.	2.1 Monitor implementation of client service systems by staff members. 2.2 Develop improved work practices after analysis of client feedback. 2.3 Evaluate client service activities to match organisational quality standards. 2.4 Take corrective action where necessary as part of continuous improvement strategy. 2.5 Organise training for staff members where necessary. 2.6 Maintain records of training undertaken and achieved service levels.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• analyse client feedback and maintain records.
Oral communication skills to:	• consult appropriate personnel regularly regarding the review and analysis of client feedback.
Problem-solving skills to:	• enable evaluation of areas of customer service requiring corrective action, such as delays in responding to complaints.
Teamwork skills to:	• enable the provision of consistent client service throughout the organisation.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXCCS002 Coordinate client service activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, evaluate and review practices in at least three of the following client service activities:
  - quality or delivery of services
  - quality or delivery of products
  - hours of operation
  - equipment provision
  - facility provision
- monitor the delivery and effectiveness of client service systems over three service periods
- develop comprehensive policies and procedures for client service standards relating to at least five of the following:
  - complaint procedures
  - organisational report forms
  - quality systems, standards and guidelines
  - procedures manuals
  - product or service manuals, labels and instructions
  - staff appearance and presentation requirements
  - continuous quality improvement
  - product quality
  - response times
  - staff training for:
    - customer service
    - technical skills.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service
- the specific industry sector:

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  - professional service standards for service industry personnel
  - attitudes and attributes expected by the service industries to work with customers
- roles and responsibilities of management, supervisors and operational personnel in providing quality client service
- sources of information on current service trends and changes that affect service delivery
- methods of implementing quality service provision:
  - developing, implementing and monitoring customer service policies and procedures
  - involving staff in the development of client service practices
  - evaluating staff and customer feedback
- methods of monitoring, measuring and evaluating:
  - customer satisfaction
  - business performance
- objectives, components and comprehensive details of consumer protection laws that relate to client service activities, and the business' responsibility for:
  - nominating and charging cancellation fees
  - providing information on potential price increases
  - providing refunds
  - supplying products as described or substituting suitable products when unable
- a range of formats for and content of policies and procedures.

Assessment Conditions

Skills must be demonstrated in:

- a client service delivery environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- staff, colleagues and/or clients to be involved in the process of providing client service activities; these can be:
  - staff, colleagues and/or clients in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment must ensure access to:

- current plain English regulatory documents distributed by government consumer protection regulators
- codes of practice and standards issued by industry groups
- sources of information on client service needs, complaints and feedback.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXCCS003 Address client needs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage ongoing and sometimes complex relationships with clients. It requires the ability to match client services to client needs and to be familiar with service provision options that can be negotiated with the client and customised to meet their needs.

This unit applies to individuals who work in a client service delivery role such as program developers and coordinators, competition organisers, trip leaders, after-school or holiday-care coordinators, logistics coordinators and sports trainers in work environments such as community recreation centres, aquatics centres and camps.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client and Customer Service

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element.
1. Identify client needs.	1.1 Establish rapport with clients. 1.2 Identify and confirm client needs, expectations and preferences. 1.3 Explain available services to client using appropriate communication strategies.
2. Recommend services.	2.1 Develop and maintain knowledge of client services. 2.2 Research and compare other relevant available services. 2.3 Match client needs to available services and respond to client queries and requests. 2.4 Identify gaps in service provision in relation to client needs. 2.5 Recommend alternative services when needs cannot be met.
3. Customise services.	3.1 Assist client to evaluate service options according to their needs. 3.2 Determine and prioritise preferred service option. 3.3 Identify potential areas of difficulty in client service delivery and take action to meet needs. 3.4 Develop customised solutions specific to customer requirements. 3.5 Negotiate and confirm solutions with client.
4. Confirm services.	4.1 Complete documentation as required according to organisational policies and procedures. 4.2 Refer client to appropriate personnel and follow up to ensure satisfaction with service provision.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret documentation in relation to service delivery.
Problem-solving skills to:	• negotiate modifications and solutions to address specific client needs.

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Unit Mapping Information

SISXCCS404A Address client needs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXCCS003 Address client needs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide professional and personalised client services within commercial time constraints and designated response times that meet client expectations in relation to at least three of the following:
  - general assistance
  - special requests
  - fitness programs
  - recreational activities
  - aquatics based programs
  - sport based programs
- communicate with customers from each of the following categories in providing a total client service experience:
  - different ages
  - different social and cultural backgrounds
  - special needs
- negotiate with client to address any areas where clients are experiencing difficulties or concerns
- customise services to the individual's needs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant legislation related to customer service:
  - consumer law
  - equal opportunity
  - work health and safety/occupational health and safety
  - promotions
- organisational policies and procedures to enable ethical and non-discriminatory treatment of client requests and resolution of complaints:
  - communication protocols
  - complaint procedures

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    - customer service procedures
    - reporting procedures
    - personal presentation
    - privacy
    - record keeping procedures
- detailed product knowledge to recommend customised solutions to meet client needs
- services offered by other providers to make recommendations to clients when their needs cannot be met
- principles and benefits of enhanced customer service experiences and positive communication
- techniques to anticipate customer preferences, needs and expectations throughout the service experience
- methods for enhancing service delivery in response to staff and customer feedback
- conflict resolution strategies to enable safe and satisfactory delivery of client service and resolution of complaints
- the specific industry sector:
    - professional service standards and protocols for service industry personnel
    - attitudes and attributes expected by the service industries to work with customers
    - different customer service needs and expectations
- the particular organisation:
    - designated response times for providing service and resolving complaints
    - customer service policies and procedures, including those for complaint handling
    - promotional services offered.

Assessment Conditions

Skills must be demonstrated in:

- a client service delivery environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- documentation related to service provision and organisational policies and procedures for customer service:
    - staff codes of behaviour
    - documentation requirements
    - quality systems, standards and guidelines
    - customer service and feedback requirements
- clients with whom the individual can interact; these can be:
    - clients in an industry workplace who are assisted by the individual during the assessment process or

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- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXDIS001 Facilitate inclusion for people with a disability

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and facilitate sport, recreation and fitness opportunities for people with a disability.

This unit applies to group leaders in the sport, recreation or fitness industry who work within established organisational policies and procedures. This includes those working in after-school or holiday-care programs, as a coaching assistant, or in support roles in indoor or outdoor recreation activities, such as camps and guided activities.

The skills in this unit must be applied in accordance with public health regulatory requirements, relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Disability

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Identify recreation opportunities.	1.1 Collaborate with clients to determine individual needs and expectations. 1.2 Select and use communication strategies suited to the client. 1.3 Encourage clients to articulate their recreational needs, desires and expectations. 1.4 Identify support requirements in consultation with appropriate personnel. 1.5 Determine available support, services and facilities relevant to client needs and expectations. 1.6 Identify potential and real barriers to participation and strategies to address them. 1.7 Maintain and update client records.
2. Facilitate recreation opportunities.	2.1 Investigate strategies, networks and resources that help link people with a disability to recreation opportunities. 2.2 Match client needs, desires and expectation with opportunities that maximise participation and independence. 2.3 Provide information and resources to clients. 2.4 Facilitate provision of services through collaboration with other support networks. 2.5 Identify and establish effective environments for participation of people with a disability.
3. Review recreation opportunities.	3.1 Request and respond to feedback from clients about opportunities provided. 3.2 Monitor success of strategies and networks in terms of meeting client needs. 3.3 Contribute to adjustment of strategies that link people with a disability to recreation opportunities based on review.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCCRD303A Facilitate inclusion for people with a disability

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXDIS001 Facilitate inclusion for people with a disability

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- facilitate the inclusion of at least three people with different disabilities in sport, fitness or recreation activities
- select and use communication strategies suited to individual clients, including the following:
  - active listening
  - open questioning
  - non-verbal
  - visual
  - sensory
  - tactile
- apply principles and practices of social justice, anti-discrimination and equal access to identify the needs and opportunities for participation in recreation activities
- identify strategies to align recreational opportunities with the specific requirements and needs of people with a disability.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures that:
  - enable non-discriminatory treatment of people with a disability using community inclusion principles
  - identify and meet individual preferences according to the principles and practices of social justice
- social, political, cultural and historical issues that affect, or are relevant to, access and participation issues for people with a disability
- principles and practices of:
  - access and equity
  - confidentiality
  - empowerment/disempowerment in relation to people with a disability

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- communication needs, strategies and resources in relation to people with a disability
- key issues facing people with a disability and their carers
- barriers that affect the access and participation of people with a disability:
  - cultural
  - family
  - religious
  - community perceptions
  - impact of disability on participation
  - communication difficulties
  - transport
  - time and resource constraints
  - confidence
  - support services available
- community inclusion principles to enable effective participation of people with a disability
- strategies that support people with disabilities to exercise their rights and independence
- types of requirements likely to be associated with different developmental and acquired disabilities:
  - acquired brain injury
  - autism spectrum disorder
  - cognitive disability
  - developmental delay
  - intellectual disability
  - neurological impairment
  - physical disability
  - sensory disability, including hearing, vision impairment
  - speech/language disability
- resources required for the effective participation of people with a disability
- recreation opportunities and activities that may be appropriate for people with different types of disability
- modified equipment and activities appropriate to people with a disability.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- people with differing disability needs and expectations who require appropriate support, services, and facilities
- documented organisational policies and procedures concerning inclusion processes

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- technology for the storage and processing of client information
- sources of information about recreational services and options for people with a disability.

Assessment activities that allow the individual to:

- respond to challenges typical in work to support recreational inclusion for people with a disability.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXDIS002 Plan and conduct disability programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, safely conduct, and evaluate programs for people with a disability including both frail and moderately active participants.

This unit applies to any worker responsible for developing programs for clients with disabilities. Work is undertaken according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Disability

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Establish needs and expectations.	1.1 Interpret information about participant characteristics, needs and special requirements. 1.2 Encourage participants to articulate their own needs and expectations. 1.3 Make assessments of participant capacity in consultation with relevant support personnel and within scope of own responsibility. 1.4 Identify potential barriers to participation. 1.5 Advise participants of factors preventing participation in a program.
2. Plan programs for people.	2.1 Access and interpret relevant information to plan programs for people with a disability. 2.2 Assess the likely demands of the program on the participants in consultation with appropriate staff. 2.3 Select and access equipment and resources appropriate for the program. 2.4 Design and document a program plan to meet the identified needs and abilities of participants. 2.5 Determine range of activities and strategies for inclusion appropriate to the context, participant needs and capabilities. 2.6 Recognise risks to participant safety and act to eliminate or minimise risks. 2.7 Identify and incorporate injury prevention strategies and support requirements. 2.8 Seek agreement on the program plan from relevant staff, participants and organisations where relevant.
3. Prepare for programs.	3.1 Inspect and confirm set-up of location and equipment; report issues to person responsible. 3.2 Provide clear and accurate instructions and information using communication techniques suited to participants. 3.3 Confirm understanding and encourage participants to seek clarification as required. 3.4 Issue required equipment and aids and provide assistance with fitting where necessary. 3.5 Modify equipment for use by different participant groups. 3.6 Identify emerging risks to participant safety and take action to minimise these.
4. Conduct programs.	4.1 Encourage participants to warm up and cool down through safe and appropriate exercises. 4.2 Monitor technique, correct use of equipment and aids and provide feedback and assistance to participants. 4.3 Encourage participants to seek and provide feedback regarding their progress during the program and modify as

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	required.
	4.4 Use techniques that motivate participants to maintain an appropriate participation rate.
5. Conclude programs.	5.1 Conclude program at a pace appropriate to participants, their level of involvement and duration of the program.
	5.2 Inform participants of follow-up programs, sources of information and further opportunities.
	5.3 Collect and check issued equipment for damage and wear and report problems to appropriate staff.
6. Evaluate programs.	6.1 Request and respond to feedback from participants and identify further needs.
	6.2 Evaluate program components and record outcomes.
	6.3 Identify and document potential areas for improvement in future programs.
	6.4 Review own performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret accompanying health documentation as required, using risk stratification processes.
Oral communication skills to:	• use active listening and open and closed probe questioning to identify participant needs and preferences.

Unit Mapping Information

SISCCRO304A Plan and conduct disability recreation programs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXDIS002 Plan and conduct disability programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and evaluate at least three different programs for people with varied disabilities
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements that support and facilitate safe conduct of programs for participants with a disability:
  - work health and safety/occupational health and safety
  - privacy
  - equal opportunity
  - sexual harassment
- organisational policies and procedures for planning and conducting programs for participants with a disability:
  - appropriate use of equipment and venues
  - work health and safety/occupational health and safety
  - risk minimisation
  - privacy
  - duty of care
  - extent and limitations of responsibilities
  - time constraints and scheduling requirements
  - budget allocation
  - use of modified equipment
  - use of aids

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- screening processes of people with a disability for entry into programs or activities:
  - interviews with participants and carers
  - medical history
  - physical ability tests
- general contraindications for participation
- factors affecting participation in programs for people with a disability
- knowledge and understanding of participant needs:
  - physical
  - emotional
  - motivational
- program planning techniques and information to be included in plans
- risk analysis processes for assessing the potential impact of a planned program on participant safety:
  - level of challenge and difficulty
  - behaviour of other participants
  - equipment failure
- variations in status of participants:
  - impact of medication
  - chronological age
  - physiological age
  - medical conditions
- factors affecting group dynamics, conflict resolution and communication strategies:
  - verbal
  - modelling or demonstration
  - hand or arm signals
  - braille
- modified equipment and aids for participants with a disability and equipment testing and checking techniques
- evaluation processes.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- equipment and resources required for the delivery of the program:
  - modified equipment and aids
  - support staff

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- industry or organisational documentation such as program plans, forms relating to equipment checks and equipment damage
- legislation and organisational policies and procedures in relation to the conduct of programs for people with a disability
- participants with a disability to undertake programs; these can be:
  - participants in a community setting, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- plan and conduct programs of a duration that reflects current industry practice.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXEMR001 Respond to emergency situations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to recognise and respond appropriately in emergency situations, such as those caused by fire, accident or weather. It requires the ability to maintain participant welfare when responding to emergency situations.

This unit applies to individuals who work in a range of roles and settings in the sport, fitness or recreation industries. This includes after-school or holiday-care programs; those assisting with coaching activities, as attendants at sporting grounds or facilities; or undertaking a role in indoor and outdoor recreation activities, such as camps and other guided activities. This unit also applies to those working in aquatic centres, such as instructors, operators or lifeguards.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Emergency Response

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Apply workplace emergency procedures.	1.1 Source and interpret relevant organisational policies and procedures. 1.2 Recognise emergency and potential emergency situations. 1.3 Identify personnel responsible for the appropriate area. 1.4 Identify location and use of emergency equipment as required. 1.5 Identify exits and assembly points.
2. Respond to an emergency situation.	2.1 Report workplace emergency situations to appropriate personnel as required. 2.2 Use communication systems during emergency situation. 2.3 Follow instructions from appropriate personnel during the emergency. 2.4 Select and use emergency equipment as required.
3. Coordinate and monitor participant response.	3.1 Convey emergency instructions to participants in the activity. 3.2 Implement strategies for group control. 3.3 Remove participants and other individuals from danger. 3.4 Monitor the condition and location of participants. 3.5 Provide information on developments to participants.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret and follow policies and procedures, and safety signage.
Problem-solving skills to:	• identify emergency situations and respond safely and promptly.
Technology skills to:	• use emergency and communication equipment.

Unit Mapping Information

SISXEMR201A Respond to emergency situations

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Assessment Requirements for SISXEMR001 Respond to emergency situations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to at least five of the following emergency situations, relevant to the individual's current or intended work situation:
  - fire
  - hazardous release
  - bomb threat
  - medical
  - accidents
  - panic and other emotional responses
  - equipment failure
  - lost party member
  - changing environmental conditions
  - activity specific
- use the necessary emergency equipment for each situation in an appropriate manner.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures related to emergency responses:
  - communication lines
  - debrief procedures
  - duty of care
  - emergency procedures
  - environment protection
  - exit and assembly points
  - hazardous substances and dangerous goods
  - industry codes of practice
  - reporting incidents
  - work health and safety/occupational health and safety

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    - reporting and managing customer incidents
- appropriate responses to emergency situations, as specified in the Performance Evidence
- safe use of emergency equipment required for emergency responses:
    - fire extinguisher
    - fire blanket
    - first-aid kit
    - emergency-signalling devices
    - portable emergency shelter
    - thermal blankets and sheets
    - emergency lighting
    - dehydration equipment
- the role of appropriate personnel in the workplace:
    - work health and safety/occupational health and safety representative
    - human resources personnel
    - team leader
    - manager
    - supervisor
    - fire warden
- role of appropriate personnel in emergency services:
    - police search and rescue
    - state emergency service
    - fire brigade
    - ambulance service
    - land management authorities
    - Australian volunteer coastguard
- role of communication systems:
    - emergency warning and alarm systems
    - hand signals
    - telephone and radio communications
    - whistles
    - flares
- communication techniques for supporting and reassuring customers
- range of formats for and inclusions of incident reports.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment where the individual is exposed to simulated emergencies requiring response. This can be a workplace or simulated environment.

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Assessment must ensure access to:

- current industry procedures for reporting and managing emergency situations
- legislation relevant to emergencies:
  - occupational health and safety/work health and safety
  - duty of care
  - environment protection
  - hazardous substances and dangerous goods
  - public health and safety
  - industry codes of practice.

Assessment must ensure use of:

- equipment and resources to ensure adequate response to emergencies relevant to work role and workplace, for example:
  - hoses
  - ladders
  - rescue equipment
  - monitors
  - foam equipment and extinguishers
  - blankets
  - spill kits
  - personal protective clothing and equipment
  - salvage gear
  - first aid and evacuation equipment
- a variety of clients and/or participants requiring an emergency response, clients and participants can be:
  - clients and participants in a sport, fitness or recreation industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- coordinate participant movement during emergency situations
- respond to a range of emergencies in a sport, fitness or recreation environment, within the required, but realistic, timeframe
- use the required emergency equipment to respond to emergency situations.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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Links

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SISXEMR002 Coordinate emergency responses

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coordinate a response to an emergency situation. The unit focuses on assessing emergency situations, implementing an emergency action plan, and coordinating a prompt and effective response.

This unit applies to individuals designated as safety officers during a specific indoor or outdoor activity at locations such as camp sites, training areas and other outdoor sites; or the warden in a sport, fitness or recreation, such as a community leisure centre, aquatic centre or indoor activities centre.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Emergency Response

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Coordinate response to emergency reports or signals.	1.1 Identify and respond to emergency reports or signals. 1.2 Attend, where appropriate, emergency situations and respond accordingly. 1.3 Assess emergency situations and report details to designated personnel. 1.4 Coordinate emergency response actions.
2. Assess the emergency.	2.1 Conduct an assessment of the situation according to organisational policies and procedures. 2.2 Establish an emergency action plan based on assessment of current situation and potential for escalation. 2.3 Prioritise actions promptly.
3. Coordinate the response.	3.1 Implement organisational emergency procedures and policies. 3.2 Supervise equipment selection suitable to the type of emergency. 3.3 Confirm and coordinate the safe use of emergency equipment. 3.4 Supervise selection and use of rescue techniques. 3.5 Improvise, where necessary, equipment and technique. 3.6 Arrange and confirm the safety of staff and participants.
4. Liaise with relevant authorities.	4.1 Liaise with members of emergency team and monitor the emergency. 4.2 Refer situations beyond the capability of the emergency team to the appropriate authorities for assistance. 4.3 Provide information and assistance to authorities. 4.4 Control and coordinate, if necessary, emergency evacuation.
5. Finalise operational procedures.	5.1 Complete and maintain an operational log. 5.2 Debrief emergency team members. 5.3 Evaluate operation of emergency procedures and recommend any changes. 5.4 Advise emergency team members to refer media inquiries to the nominated spokesperson.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Reading skills to:	• interpret emergency documentation, reports and signals.
Writing skills to:	• complete accurate and detailed emergency documentation.
Planning and organising skills to:	• coordinate resources and equipment necessary to respond effectively to emergency situations.
Self-management skills to:	• review and reflect on own work performance in coordinating emergency responses.

Unit Mapping Information

SISXEMR402A Coordinate emergency responses

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXEMR002 Coordinate emergency responses

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and assess at least five of the following emergency situations and coordinate the appropriate response:
  - fire
  - hazardous release
  - bomb threat
  - medical
  - accidents
  - panic and other emotional responses
  - equipment failure
  - lost party member
  - changing environmental conditions
  - activity specific
- two of the above situations must include an assessment that identifies possible escalation and an appropriate response actioned for each.
- confirm and supervise the selection and safe use of emergency equipment for each situation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation to enable application of legal requirements according to own work role and level of responsibility:
  - duty of care
  - work health and safety/occupational health and safety
  - environment protection
  - hazardous substances
  - public health and safety
- organisational emergency policies and procedures related to coordinating emergency responses:

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    - communication lines
    - debrief procedures
    - duty of care
    - emergency procedures
    - environment protection
    - exit and assembly points
    - hazardous substances and dangerous goods
    - industry codes of practice
    - reporting incidents
    - work health and safety/occupational health and safety
- appropriate responses to emergency situations, as specified in the Performance Evidence
- location and safe use of rescue and emergency equipment and resources:
    - hoses
    - ladders
    - rescue equipment
    - monitors
    - foam equipment and extinguishers
    - blankets
    - spill kits
    - personal protective clothing and equipment
    - salvage gear
    - first aid and evacuation equipment
- the potential for emergency escalation:
    - spread of fire
    - threat to adjoining areas
    - dangers of explosion
    - loss of communications
    - involvement of additional persons
    - deterioration in environmental conditions
- rescue techniques
- emergency response agencies within the activity area and direct communication channels to enable information about an emergency to be communicated quickly and directly
- factors that impact on emergency situations to enable appropriate contingency planning
- behaviour and characteristics of typical emergencies to enable the development of an action plan to quickly and effectively bring the situation under control.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment where the individual is exposed to simulated emergencies requiring response. This can be a workplace or simulated environment.

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Assessment must ensure access to:

- current industry procedures for reporting and managing emergency situations
- legislation relevant to emergencies:
  - work health and safety/occupational health and safety
  - duty of care
  - environment protection
  - hazardous substances and dangerous goods
  - public health and safety
  - industry codes of practice
- equipment and resources to ensure adequate response to emergencies relevant to work role and workplace
- a variety of clients and/or participants requiring an emergency response, clients and participants can be:
  - clients and participants in a sport, fitness or recreation industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- coordinate participant movement during emergency situations
- respond to a range of emergencies in a sport, fitness or recreation environment, within the required, but realistic, timeframe.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXFAC001 Maintain equipment for activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to conduct routine maintenance and minor repairs on equipment.

This unit applies to those who undertake equipment maintenance for a specific sport or activity, or general equipment maintenance as part of sport, fitness or recreation facility operations. These individuals work under supervision and according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facility Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Perform routine equipment maintenance.	1.1 Access and interpret maintenance schedules and manufacturer instructions. 1.2 Examine and check equipment according to maintenance schedules.

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	1.3 Check serviceability of emergency equipment.
2. Conduct equipment repairs.	2.1 Conduct minor repairs to maintain safe and effective use of equipment, within scope of responsibility. 2.2 Report repairs which cannot be carried out to supervisor. 2.3 Tag and isolate faulty equipment. 2.4 Check maintenance equipment in a regular and timely manner.
3. Store equipment to maintain serviceable condition.	3.1 Store and handle equipment according to manufacturer instructions. 3.2 Maintain storage facilities in a clean and tidy condition. 3.3 Maintain access and egress of storage facilities in the case of an emergency. 3.4 Secure storage facilities. 3.5 Complete records of routine maintenance and repairs.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISXFAC207 Maintain sport, fitness and recreation equipment for activities

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXFAC001 Maintain equipment for activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely conduct at least six of the following minor maintenance tasks on equipment within industry realistic timeframes over five service periods:
  - cleaning
  - lubricating
  - reinflating
  - checking for damage
  - restocking or refilling
  - repairing
  - calibration
  - storing
- consistently monitor storage and condition of the following equipment over five service periods:
  - equipment used within the facility
  - participant or client-specific equipment
  - emergency equipment
  - large items requiring lifting and assembly.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- policies and procedures related to routine maintenance tasks:
  - work health and safety/occupational health and safety
  - storage of equipment
  - maintenance schedules
  - record keeping
  - reporting channels
- equipment repair techniques relevant to the equipment being maintained to enable safe and appropriate equipment repair

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- factors to consider when checking equipment serviceability to enable equipment to be maintained to a safe standard
- manufacturer guidelines and codes of practice for equipment maintenance and repair, where relevant
- safety standards for equipment within area of responsibility.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment with access to required equipment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- a variety of equipment relevant to the sport, fitness and recreation activity or facility
- equipment repair and maintenance resources
- maintenance storage facilities
- maintenance records and forms.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXFAC002 Maintain sport, fitness and recreation facilities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to maintain facilities within a sport, fitness and recreation context.

This unit applies to activity or administration assistants who work under direct supervision in a range of roles and settings in the sport, fitness and recreation industry. This includes providing support in the provision of grounds and facilities maintenance; routine housekeeping; or administrative assistance in locations such as fitness centres, aquatic centres, or outdoor sporting grounds or complexes. Work is performed according to relevant legislation and organisation policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facility Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Conduct maintenance checks of facilities or	1.1 Identify potential hazards in facility or area by conducting regular facility checks.

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areas.	1.2 Report hazards to supervisor. 1.3 Maintain areas and amenities. 1.4 Store and handle chemicals safely. 1.5 Remove and dispose of wastes and dangerous chemicals promptly.
2. Check supplies.	2.1 Check supplies regularly for quantity, quality and expiry date. 2.2 Order or request supplies as required to meet anticipated demand. 2.3 Dispose of expired supplies.
3. Clean facility areas.	3.1 Locate and wear personal protective clothing. 3.2 Conduct cleaning tasks at specified times. 3.3 Display notices advising clients of cleaning in progress. 3.4 Use cleaning agents safely. 3.5 Clean and store cleaning equipment. 3.6 Identify and catalogue lost property. 3.7 Maintain cleaning records. 3.8 Lock storage areas when unattended.
4. Contribute to facility or activity administration.	4.1 Accept and record bookings for the facility. 4.2 Inform clients of the requirements and responsibilities of using the facility.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret and follow written instructions to use and store chemicals.
Numeracy skills to:	• calculate quantity and concentration of cleaning agents • calculate quantity of supplies required after determining current inventory and estimating anticipated demand.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXFAC002 Maintain sport, fitness and recreation facilities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and safely use cleaning agents and equipment to clean at least two of the following areas over three service periods:
  - outdoor
  - indoor
  - dry or wet recreation centre
  - build and non-built
- complete the above in response to at least three of the following hazards:
  - leaking or damaged containers
  - defects in the storage area
  - contamination
  - spillages
  - unsecured equipment
  - breakages
- complete above cleaning tasks to required standards while:
  - conserving resources in the cleaning process
  - disposing of or recycling waste
  - using correct manual-handling and cleaning techniques
  - using hygienic cleaning practices
  - within commercially-realistic timeframes
  - minimising disruption to clients
- complete all required documentation according to policies and procedures and with the following information:
  - dates and times
  - areas cleaned
  - staff member involvement.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- cleaning chemicals, equipment and procedures for wet and dry surfaces and materials:
  - wet:
    - toilets
    - basins
    - walls
  - dry:
    - carpet
    - laminate
    - soft furnishings
    - woodwork
- safe operational practices using essential functions and features of equipment used to clean wet and dry areas
- role and use of safety data sheets (SDS)
- safe manual-handling techniques when:
  - carrying
  - lifting
  - pulling
  - pushing
- safe handling requirements for hazardous cleaning products, including their disposal
- hygiene procedures and requirements:
  - hygiene responsibilities of cleaning staff
  - hygiene hazards for cleaning, including potential food contamination and transmission of airborne illnesses
  - cleaning practices that minimise hygiene risks
- ways of minimising negative environmental impacts in the cleaning process:
  - resource conservation – energy and water
  - waste disposal
- standards for presentation of premises and organisational procedures to achieve them
- hazards associated with cleaning agents and methods of minimising these:
  - leaking or damaged containers
  - defects in the storage area
  - contamination
  - spillages
  - unsecured equipment
  - breakages.

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Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation facility. This can be a workplace or simulated facility.

Assessment must ensure access to:

- fixtures, large equipment and wet and dry areas to be cleaned, that include a range of different hard and soft surfaces
- cleaning equipment:
  - electrically operated equipment:
    - polishers
    - scrubbers
    - vacuum cleaners
  - garbage receptacles
  - manual equipment:
    - brushes
    - buckets
    - dusters
    - mops
    - pans
    - toilet brushes
  - range of cloths:
    - dry
    - dusting
    - lint-free
    - polishing
    - wet
- cleaning agents and chemicals for hard and soft surfaces:
  - acid-based products
  - agents for specialised surfaces:
    - glass
    - wood
  - cream cleansers
  - deodorisers
  - disinfectants
  - multi-surface cleaners
  - sanitisers
  - spot cleaning agents
  - pesticides
- personal protective clothing:

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  - aprons
  - breathing apparatus
  - gloves
  - goggles and masks
  - headwear
  - jackets
  - overalls
  - waterproof clothing and footwear
- organisational specifications:
  - equipment manufacturer instructions
  - organisational procedures for cleaning premises and equipment
  - standards for presentation of premises.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXFAC003 Implement facility maintenance programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to implement a maintenance program for a facility, including monitoring equipment, supplies and assets.

This unit applies to recreation or grounds assistants under supervision in a range of roles and settings in the sport, fitness or recreation industry. This includes providing support in the provision of grounds and facilities maintenance and routine housekeeping in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facility Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify maintenance program requirements.	1.1 Access relevant organisational maintenance programs for the facility.

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	1.2 Clarify responsibilities with appropriate personnel as required.
	1.3 Identify maintenance schedules and budgets.
	1.4 Offer suggestions that support the effective implementation of the maintenance program.
	1.5 Identify strategies to minimise impact of maintenance activities on facility users.
2. Implement a maintenance program.	2.1 Conduct routine maintenance activities within scheduled timeframes and budgets.
	2.2 Maintain facility function without interruption where possible.
	2.3 Maintain safety of facility users at all times.
	2.4 Respond promptly to requests for maintenance assistance.
	2.5 Research and seek feedback from facility users on effectiveness of maintenance program.
	2.6 Report recommendations to the responsible person, which contribute to the increased efficiency of maintenance.
3. Respond to failed or unsafe equipment.	3.1 Identify faulty equipment and erect clear and noticeable warning signs.
	3.2 Assess failed or unsafe equipment.
	3.3 Perform repairs within designated responsibility.
	3.4 Tag and isolate unsafe equipment, which cannot be repaired within own area of responsibility, promptly.
	3.5 Report unsafe equipment promptly to the responsible person and document as required.
	3.6 Complete reports on all repair work undertaken.
4. Monitor supplies and records.	4.1 Maintain supply and stock levels to ensure ongoing availability.
	4.2 Purchase, receipt, store and issue supplies.
	4.3 Reconcile supply and stocks levels with paperwork and rectify or report discrepancies to nominated person within designated timelines.
	4.4 Maintain supply records and update.
5. Monitor function and value of assets.	5.1 Check condition of assets regularly against criteria to ensure retention of function and value.
	5.2 Respond to identify problems promptly.
	5.3 Determine value of supplies and stock.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret maintenance documentation.
Problem-solving skills to:	• conduct maintenance tasks in the most efficient and cost-effective manner that protects the function and value of assets.

Unit Mapping Information

SISXFAC303A Implement facility maintenance programs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXFAC003 Implement facility maintenance programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement facility maintenance programs that meet scheduled timeframes for at least one facility that incorporates:
  - organisational schedules for short and long-term maintenance programs for four of the following facilities and equipment:
    - capital items
    - fittings and fixtures
    - equipment
    - premises
    - plant
    - motor vehicles
    - environment
  - maintenance requests and feedback from facility users
  - budget restrictions
- maintain records according to organisational requirements and manage discrepancies.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation to enable:
  - safe implementation of maintenance operations
  - reporting of unsafe equipment
- organisational policies and procedures to enable maintenance programs to be carried out efficiently, safely and responsibly:
  - isolation procedures for failed or unsafe equipment
  - purchasing and receipting procedures
  - reporting of unsafe equipment
- own responsibilities within maintenance program to enable tasks to be carried out responsibly
- suppliers for specific products, supplies and services

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- purchase specifications to enable the purchase of quality stock
- strategies to minimise disruptions to facility users when carrying out maintenance requirements
- techniques to enable routine maintenance tasks to be completed safely and efficiently
- basic gardening techniques and operations to carry out maintenance schedules as required
- basic principles of supply and demand to ensure optimum stock levels are maintained.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation facility. This can be a workplace or simulated facility.

Assessment must ensure use of:

- a facility for which a maintenance program would be implemented
- organisational policies and procedures on which procedures are based
- reporting documentation
- resources to maintain facility and equipment.

Assessment must ensure access to:

- maintenance equipment
- supplies and stock:
  - first aid
  - pool chemicals (where applicable)
  - office supplies
  - hygiene and sanitary supplies (where applicable)
  - cleaning supplies
  - activity-specific equipment
- organisational policies and procedures in relation to facility maintenance:
  - work health and safety/occupational health and safety
  - documents relating to purchase, receipt, storage and issue
  - record keeping
  - maintenance timeframes and schedules
  - roles and responsibilities of staff
  - isolation and reporting of failed or unsafe equipment
- relevant legislation:
  - work health and safety/occupational health and safety
  - building codes and regulations
  - fire regulations
  - health acts
  - industrial relations

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  - environment legislation
  - local government regulations
  - Australian tax office regulations
- information on equipment safety specifications
- appropriate personnel such as facility managers and supervisors; these can be:
  - personnel in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- implement and monitor maintenance of a facility over time.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXFAC004 Coordinate facility and equipment acquisition and maintenance

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop a maintenance plan for a facility and coordinate the implementation and review of acquisition and maintenance requirements. It does not include specialist skills, but focuses on the need for managers to proactively plan for and manage the acquisition and maintenance of physical assets.

This unit applies to facility or operations managers in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or community recreation centres. These individuals are responsible for managing the implementation of a broad range of facility maintenance systems and staff, and have a high degree of autonomy. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facility Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element.
1. Scope facility and equipment maintenance needs.	1.1 Source and analyse equipment, and facility maintenance history, and confirm with appropriate personnel. 1.2 Identify areas or items prone to defects or requiring regular maintenance. 1.3 Identify maintenance budget and resources available to carry out work required. 1.4 Calculate costing of work and assess impact on budget. 1.5 Identify need for operational testing and recommissioning.
2. Develop maintenance plan.	2.1 Prioritise maintenance requirements, taking into consideration safety, security and capacity. 2.2 Develop and document maintenance plans. 2.3 Confirm and document availability of resources. 2.4 Develop work schedules for identified work requirements in consultation with affected user groups. 2.5 Identify organisations and individuals suitably qualified to undertake maintenance repair services. 2.6 Develop and document procedures for isolation and access. 2.7 Develop record keeping systems for repair work completed. 2.8 Develop systems to ensure that urgent or non-routine maintenance jobs are reported to the appropriate authority immediately.
3. Implement and monitor maintenance plan.	3.1 Inform relevant individuals of maintenance requirements and duties. 3.2 Manage and document requests for isolations where appropriate, in a timely manner. 3.3 Convey information in relation to work schedules to all affected staff and service users. 3.4 Monitor work schedules and expenditure. 3.5 Schedule maintenance work to minimise disruption to service operation. 3.6 Seek feedback on maintenance plan from appropriate personnel and modify plan to reflect feedback obtained as appropriate.
4. Monitor on-site maintenance contracts and contractors.	4.1 Convey maintenance requirements to contractors. 4.2 Monitor work in progress and work outcomes to ensure the alignment with contractual and organisational requirements.
5. Supervise equipment	5.1 Establish re-order levels and notify appropriate personnel

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storage.	when adequate levels cannot be sustained. 5.2 Establish procedures to ensure equipment is stored safely and appropriately. 5.3 Establish systems for recording quantity and condition of stored equipment.
6. Coordinate the selection and purchase of new equipment and facilities.	6.1 Investigate options for new equipment and facilities. 6.2 Encourage staff members to contribute recommendations to selection of new equipment and facilities. 6.3 Identify benefits expected from the suggested new equipment and facilities. 6.4 Estimate acquisition costs based on evaluation of current, accurate and relevant data. 6.5 Make decisions on replacing and acquiring physical assets. 6.6 Select methods of financing to meet current financial objectives. 6.7 Keep accurate records of all agreements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Problem-solving skills to:	• resolve issues arising from maintenance operations.
Planning and organising skills to:	• minimise the impact of maintenance on service delivery • organise staff to conduct equipment and facility maintenance according to required timeframes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXFAC004 Coordinate facility and equipment acquisition and maintenance

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan for and manage the maintenance, acquisition, and replacement of at least two of the following main types physical assets:
  - buildings
  - built structures
  - equipment related to one of the following:
    - sport
    - fitness
    - recreation
    - safety
    - indoor
    - outdoor
  - gardens
  - pools
  - vehicles
- provide regular reports on above assets that reflect:
  - maintenance history of equipment and facility:
    - condition of equipment and facilities
    - recent modifications
    - existing status
    - frequency
  - formal and informal customer and staff feedback
  - procedures for integrating day-to-day condition reports
    - scheduled
    - internal or external inspections or audits
  - implementation of maintenance plan and any alterations to the plan as required
- develop and maintain a current register for above assets.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit :

- legislation to enable:
  - safe coordination and implementation of maintenance operations
  - reporting of unsafe equipment
- organisational policies and procedures to enable maintenance programs to be planned and implemented efficiently, safely and responsibly
- types of physical assets required by industry and the organisation
- maintenance requirements for different types of physical assets
- formats for and inclusions of asset registers specified in performance evidence
- features and benefits of different financing options for asset acquisition:
  - hire purchase
  - lease
  - purchase
  - rent
- depreciation that can be applied to different types of physical assets
- practices to support environmental sustainability using different types of physical assets
- safety standards of equipment and maintenance techniques relevant to the equipment being maintained
- contract and legal requirements for outsourced repairs
- schedule of facility operations to enable maintenance to be carried out with minimum disruption
- re-order levels for consumables
- criteria for assessing the safety of materials and equipment.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation facility for which physical assets are monitored and maintained. This can be a workplace or simulated facility.

Assessment must ensure use of:

- resources and equipment to implement maintenance plan,
- current commercial purchase specifications, supplier product and cost information and contractual documentation used for the purchase of assets
- suppliers with whom the individual can interact and negotiate; these can be:
  - suppliers in an industry workplace or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXFAC005 Manage stock supply and purchase

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to establish and implement stock control and cost-effective stock purchasing and supply systems for a multi-use sport, fitness or recreation facility.

This unit applies to those with leadership roles such as facility managers in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or community recreation centres. These individuals are responsible for managing the implementation of a broad range of facility requirements and have a high degree of autonomy. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facility Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine stock requirements.	1.1 Use business data, forecasting methods and standard measures to calculate required stock levels.

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	1.2 Determine stock requirements for standard business periods, peak seasons and special events.
	1.3 Establish cost-effective purchase quantities based on business information and supplier advice.
2. Establish optimum supply arrangements.	2.1 Evaluate quality of supply, based on feedback from colleagues and customers.
	2.2 Source and review potential suppliers.
	2.3 Develop appropriate and accurate purchase specifications.
	2.4 Assess suppliers against specifications considering all relevant factors.
	2.5 Assess terms of purchase and negotiate with suppliers to achieve optimum supply arrangements.
	2.6 Adjust sources of supply and make accurate records of agreements.
3. Develop and implement stock control systems.	3.1 Develop stock control systems and communicate to relevant staff.
	3.2 Develop special control systems for stock with high wastage or loss.
	3.3 Monitor workplace systems and make adjustments according to feedback and operational experience.
	3.4 Initiate training of staff to minimise stock wastage.
4. Manage stock reconciliation.	4.1 Plan and implement stock reconciliation process.
	4.2 Monitor stock reconciliation procedures in consultation with an auditor as required.
	4.3 Complete and maintain stock reconciliation records according to relevant legislation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex supplier cost sheets, specific terms of purchase, and supplier contracts • sort and analyse information to make decisions on supply arrangements.
Writing skills to:	• prepare complex and accurate purchase specifications and stock control system documents.
Oral communication skills	• negotiate complex supply arrangements and liaise with stock

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to:	suppliers.
Numeracy skills to:	• work with budgets • interpret complex stock performance, wastage and stocktake reports • interpret supply costs and calculate cost-effective quantities for purchase.
Problem-solving skills to:	• monitor the quality and cost of supply, identify deficiencies and adjust purchasing arrangements.
Initiative and enterprise skills to:	• negotiate cost-effective supply and maximise profitability.
Planning and organising skills to:	• establish and monitor stock control systems.
Technology skills to:	• use a computer, keyboard and stock control software.

Unit Mapping Information

SISXFAC506A Manage stock supply and purchase

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXFAC005 Manage stock supply and purchase

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- establish and implement cost-effective stock purchasing and control systems for at least three of the following stock items:
  - food and beverages
  - office supplies and stationery
  - equipment
  - cleaning agents and chemicals
  - maintenance supplies
  - general stores
- monitor stock control systems involving above stock items, stock quality and cost-effectiveness of supply
- produce stock control reports and data required to calculate cost-effective purchasing of above items.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector:
  - forecasting methods for calculating required stock levels including formulas for yield testing and use of standard measures
  - methods to calculate cost-effective order quantities for different stock items
  - types of computer stock control systems used, their functions and features
  - stock security systems
  - types of storage and their suitability for different kinds of stock
  - supply sources for different types of product
  - formats for and inclusions of purchase specifications, including appropriate terminology
- specific organisation:
  - relevant stock, product life and storage requirements for specific goods
  - standard business periods, peak seasons and special events

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  - stock control systems
- reasons for stock loss and damage and methods to control these
- formats for, inclusions and uses of stock control procedures including those for stock with high wastage or loss
- various stock control reports.

Assessment Conditions

Skills must be demonstrated in:

- a multi-use sport, fitness or recreation facility or context for which stock is purchased and stock control systems are developed. This can be a workplace or simulated facility.

Assessment must ensure access to:

- computers, printers and stock control software systems
- current commercial purchase specifications, stock control procedures and reports, supplier cost and contractual documentation used for the purchase of stock
- suppliers with whom the individual can interact and negotiate; these can be can be:
  - suppliers in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXFIN001 Develop and review budgets for activities or projects

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to collect and prepare data to develop budgets for activities, events and programs.

This unit applies to those with responsibility for activity budget development. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Finance

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Source data for budget preparation.	1.1 Access and interpret data about resources required to conduct initiative. 1.2 Confirm budget allocation for initiative with person responsible. 1.3 Identify potential sources and scope of activity income.

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2. Prepare budget calculations.	2.1 Calculate realistic projections of income and expenditure based on data and information obtained. 2.2 Determine unit cost or product price and break-even point. 2.3 Record and maintain costing and income calculation system to ensure information is current, accurate and confidential. 2.4 Identify and plan for likely contingencies.
3. Prepare budget documentation.	3.1 Prepare draft budgets in established format from data obtained and calculations made. 3.2 Identify and support income and expenditure estimates with current and valid information. 3.3 Submit budget for approval within designated timelines. 3.4 Adjust budget in response to feedback from nominated people.
4. Review budget against actual results.	4.1 Compare original budget to actual results and identify variances and their reasons. 4.2 Record and maintain information to allow retrieval for the development of future budgets. 4.3 Review own work performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Technology skills to:	• use computer-based systems to obtain budgetary data and record financial information.

Unit Mapping Information

SISCCRO305A Develop a budget for a recreation initiative

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXFIN001 Develop and review budgets for activities or projects

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare, document and review budgets for at least two different activities or projects.

Knowledge Evidence

Demonstrated knowledge of required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures that enable development of sound financial budgets:
  - timelines
  - nominated person for authorisation
  - record keeping
  - contingency planning
  - confidentiality and security of financial information
- budget preparation techniques:
  - information required for budget preparation
  - components of a budget:
    - income and potential sources – sales, grants, sponsorship, donations
    - costs – labour, materials, overheads, hire fees, catering
  - techniques for making budget estimates and forecasts
  - type of supporting information required
  - presentation techniques
  - formats for budgets
- principles of budgetary control
- principles of statistical analysis and measures of variance to enable accurate analysis of data.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated industry environment.

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Assessment must ensure use of:

- data required to develop budgets such as sources of income, costing information
- computers and technology required for the preparation of budget documents
- relevant legislation and organisational policies and procedures such as communication protocols, privacy and confidentiality, approval processes
- individuals with whom the candidate interacts on budget allocation and approvals, these can be:
  - participants in a workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- prepare budgets within industry realistic timeframes.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXFIN002 Process financial transactions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to accept and process cash and other payments for products and services, and to reconcile takings at the end of the service period or day.

This unit applies to individuals who work in customer contact roles such as activity assistants or customer service assistants in locations such as community recreation centres, indoor recreation facilities, sporting complexes, fitness venues, and leisure and aquatic centres. It may also apply to those working on-site during sport, fitness or recreation events. These individuals work under supervision and according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Finance

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Process customer	1.1 Receive, check and record cash float.

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payments.	1.2 Check customer payments against sale value. 1.3 Provide correct change for cash payments. 1.4 Process and record transactions according to organisational procedures. 1.5 Prepare and issue accurate receipts including all relevant tax details. 1.6 Complete transactions using appropriate software applications in line with organisational speed and customer service requirements.
2. Reconcile takings.	2.1 Balance customer payments at the designated time according to organisational policy. 2.2 Separate cash floats from takings prior to balancing. 2.3 Determine point-of-sale records of customer payments. 2.4 Accurately count and calculate customer payments. 2.5 Balance cash and other payments with point-of-sale records. 2.6 Investigate or report discrepancies in the reconciliation. 2.7 Record takings according to organisational procedures. 2.8 Transport and secure cash floats, cash and other payments according to organisational security procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret organisational procedures for processing financial transactions, cash float documentation, credit card and receipt details and reconciliation information.
Writing skills to:	• prepare receipts and record reconciliations and basic reports about discrepancies.
Numeracy skills to:	• count cash floats • tender correct change.
Technology skills to:	• use point-of-sale equipment and software applications.

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Unit Mapping Information

SISXCCS202 Process entry transactions

Links

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Assessment Requirements for SISXFIN002 Process financial transactions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- process at least six of the following financial transactions to address different types of customer payments in line with security and other relevant procedures:
  - advance payments
  - application of Goods and Services Tax (GST)
  - cash
  - cheques
  - credit cards
  - deposits
  - electronic funds transfer at point-of-sale (EFTPOS)
  - petty cash for internal customers
  - refunds
  - vouchers
- process above customer payments in a logical and fair sequence within customer time constraints so that all customers are served effectively
- complete reconciliations of three different work or service periods within designated timelines.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for processing and recording financial transactions:
  - completing reconciliation records
  - complying with financial institution documents and procedures
  - designated times for completing reconciliations
  - handling customer claims of short change
  - how and where large sums of cash should be counted
  - maintaining low levels of cash in tills
  - managing petty cash
  - process for providing receipts and invoices to customers

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    - process for taking cash from customers
    - securing credit card imprints
- securing takings in the event of a hold-up
- features and functions of point-of-sale equipment and software
- role and importance of the reconciliation process to organisational financial management system
- security procedures for transporting and securing cash floats, cash and other payments:
    - obtaining receipts or sign-off for takings handed over to financial personnel
    - separating and securing cash floats
    - transporting takings to back office areas and internal cashiers
    - transporting takings to the bank and obtaining receipts or sign-off
- different products and services that attract GST
- services provided by the facility and related transaction types.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated industry environment.

Assessment must ensure access to:

- point-of-sale equipment and software used to process and reconcile financial transactions
- current commercial procedures and documentation for the processing of financial transactions
- forms of payments
- customers from whom the individual can take payments and with whom they can interact; these can be
    - customers in an industry workplace who are assisted by the individual during the assessment process or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXHRM001 Recruit and manage volunteers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to establish the need for volunteers and to recruit, induct and manage volunteers.

This unit applies to those with responsibility for managing volunteers in the context of an established volunteer management policy framework. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Human Resource Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine volunteer requirements.	1.1 Establish need for volunteers in a timely manner based on analysis of workforce needs. 1.2 Identify and document key requirements for volunteers. 1.3 Access and interpret the organisational volunteer management policy for relevant procedures.

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2. Recruit volunteers.	2.1 Identify and target sources for volunteer recruitment. 2.2 Prepare and communicate call for volunteers including information about scope of role. 2.3 Receive and process applications. 2.4 Organise suitable venue and conduct selection procedures. 2.5 Analyse and record outcomes of selection process. 2.6 Advise applicants of selection outcomes and follow-up processes.
3. Induct volunteers.	3.1 Prepare and distribute relevant documentation to successful volunteers. 3.2 Organise suitable time and venue for volunteer induction. 3.3 Prepare documents and resources for induction. 3.4 Provide induction to volunteers. 3.5 Identify and arrange training required by volunteers to undertake allocated roles and responsibilities.
4. Manage volunteers.	4.1 Review volunteer performance and provide feedback and opportunities for additional training where required. 4.2 Develop and maintain accurate records of volunteer engagement.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCCRD302A Recruit and manage volunteers

Links

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Assessment Requirements for SISXHRM001 Recruit and manage volunteers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recruit and induct volunteers for at least one activity or organisation in accordance with organisational procedures and relevant legislation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures that impact volunteer recruitment and management:
  - work health and safety/occupational health and safety
  - employment conditions
  - anti-discrimination and equal opportunity
  - working with children
  - privacy
  - selection processes
  - induction and training procedures
  - communication protocols
  - administration procedures
  - security
- volunteer eligibility and suitability with roles:
  - coach or instructor
  - fundraiser
  - official
  - administrator
  - organiser
  - finance
  - technical assistance
  - maintenance
  - transport

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    - first aid
- determinants of volunteer eligibility and suitability:
    - conflict of interest
    - police checks
    - competencies required
- selection processes and how they are conducted:
    - interviews
    - appraisal tests
    - timelines
    - notification procedures
- content and purpose of volunteer management policies:
    - philosophy
    - volunteer eligibility
    - rights and responsibilities
    - training and accreditation
    - expenses and reimbursement
    - cash handling
    - security
    - grievance procedures
    - authorities and responsibilities
    - reporting.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated industry environment.

Assessment must ensure use of:

- organisational documentation such as volunteer management policies and procedures, volunteer job descriptions, selection tools, induction packages
- legislation and organisational policies and procedures in relation to the recruitment and management of volunteers
- participants to be recruited; these can be:
    - participants in a sport or recreation setting, or
    - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- recruit and induct volunteers in situations that require the planning and problem-solving skills reflective of the workplace.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SISXICT001 Select and use technology for sport, fitness and recreation work

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assess and regularly review the technology requirements of an organisation. This unit requires the ability to source technical information and use technology skills in a sport, fitness or recreation context.

This unit applies to a range of individuals working in the sport, fitness or recreation industries who require an essential and broad knowledge of technology to support their activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Computer Operations and ICT Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Conduct technology appraisal.	1.1 Identify, access and interpret specific technical information on relevant technology. 1.2 Identify ways in which technology can be used to

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	enhance own work. 1.3 Confirm access to technology and organisation conditions of use. 1.4 Identify and evaluate technology currently used in the organisation. 1.5 Identify suitable alternatives or improvements to technology selection and use within budget, as required.
2. Apply wireless requirements.	2.1 Identify and evaluate role of social media and other wireless technologies. 2.2 Identify general internet requirements of organisation. 2.3 Use wireless technology in day-to-day communication.
3. Apply monitoring software requirements.	3.1 Use monitoring software according to legal obligations and industry standards of ethical practice. 3.2 Download data from monitoring. 3.3 Take action to solve common problems. 3.4 Interpret data and explain results clearly and concisely to relevant others.
4. Apply capture technology requirements.	4.1 Determine the purpose and value of capturing vision or audio. 4.2 Identify and use techniques for obtaining the best quality vision or audio. 4.3 Use software applications to import and edit vision or audio, as required. 4.4 Take action to solve common problems. 4.5 Share vision or audio with relevant individuals.
5. Maintain technology equipment.	5.1 Use appropriate methods to use, store and maintain equipment securely and safely. 5.2 Identify maintenance problems with equipment and refer to appropriate personnel for action.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret often complex information in technology documentation and user guides • interpret organisational policies and procedures for technology requirements and use.

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Learning skills to:	• improve technology-related skills through practice.
Problem-solving skills to:	• deal with routine technology problems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXICT001 Select and use technology for sport, fitness and recreation work

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source information on at least three different technologies used in the sport, recreation and fitness industry that are appropriate to the performance of own work role
- evaluate the applicability and usefulness of the above and at least three currently used technologies within the organisation
- use wireless technology, including social media, to effectively communicate with at least four of the following relevant individuals:
  - athletes
  - clients
  - coaches
  - personal trainers
  - sports scientist
  - support personnel
  - administrators
  - IT support
  - officials
  - media
  - sponsors
  - volunteers
- capture vision and audio and use software applications to enhance audio and vision for the purpose of gathering information or enhancing performance for at least two different individuals and two different purposes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for the use, care and storage of technology equipment
- specific technical information on commonly used and available technology of relevance to the sport, fitness and recreation industry

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- features of standard technology based equipment and related software and the ways it can be used in the sport, fitness and recreation industry
- work health and safety/occupational health and safety practices, procedures and ethical standards as they apply to using technology
- use of wireless technologies for communications:
  - social media
  - internet
- event or competition communication systems
- client relationship management
- ethical requirements in regards to technology use:
  - professional relationships
  - information collection, storage and dissemination
  - intellectual property
  - inclusive and non-discriminatory practices.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- a variety of technology based equipment and relevant software for the individual's current or intended work
- relevant information sources in order to conduct research and collect sufficient information
- codes of ethical behaviour or conduct
- technical documentation relevant to sport, recreation and fitness technologies.

Assessment activities that allow the individual to:

- conduct audio or vision recordings of individuals using technology based equipment in sport, recreation and fitness contexts
- assess application of technologies to different situations and contexts.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXIND001 Work effectively in sport, fitness and recreation environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work effectively in a sport, recreation or fitness environment. The unit requires the ability to use industry knowledge to support the completion of day-to-day work activities.

This unit applies to key personnel working in customer service roles in gyms, aquatic centres, community centres or indoor activity centres. It also applies to individuals working as instructors, trainers or guides and volunteers in indoor and outdoor settings with a range of client groups.

These individuals work under supervision and according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop industry knowledge.	1.1 Identify and access sources of information on the industry sector. 1.2 Implement industry information in day-to-day work activities. 1.3 Identify the economic and social significance, and the impact, of the industry sector on individuals and the community. 1.4 Update knowledge and share with clients and colleagues as appropriate. 1.5 Identify the role of volunteers within the sport, fitness and recreation industry.
2. Identify client needs and organisational objectives.	2.1 Conduct and participate in daily work activities. 2.2 Refer clients to services. 2.3 Implement a client focused approach according to community development philosophies and principles. 2.4 Identify and apply industry standards of ethical practice. 2.5 Adapt work processes to meet the specific needs of individual clients.
3. Implement customer service practices.	3.1 Respond to client feedback in line with individual level of responsibility. 3.2 Follow up on client feedback in a timely manner. 3.3 Record communication and outcome between client and organisation.
4. Minimise risks to personal and public safety.	4.1 Identify situations that may endanger the personal safety of self, staff and other clients. 4.2 Implement actions to minimise risk, as required. 4.3 Report situations to appropriate staff, as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• research and interpret relevant information including procedures and instructions to meet organisational requirements within job role.

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Writing skills to:	• complete documents in relation to incident reporting and client feedback.

Unit Mapping Information

SISXIND101A Work effectively in sport and recreation environments

Links

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Assessment Requirements for SISXIND001 Work effectively in sport, fitness and recreation environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate industry knowledge and provide service to clients for a minimum of ten service periods that individually or in combination involve:
  - interacting with and positively responding to diverse demands and requests of multiple clients
  - working with speed and efficiency to deal with numerous service and operational tasks simultaneously
  - identifying issues and problems, determining solutions and taking appropriate action to resolve
  - working cooperatively as part of a team, monitoring the service process and workflow, and taking responsibility for own work outcomes
  - providing technical advice and support to other team members.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - administrative reporting
  - administration and reporting relating to:
    - completing financial transactions
    - completing work plans and schedules
    - handover
  - hygiene, health, safety and security:
    - completing incident, work health and safety and maintenance reports
  - customer service
- complaint handling
- information sources for the sport, fitness and recreation industry and how to access that information
- roles and responsibilities of service team members

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- sectors of the sport, fitness and recreation industry and their interrelationships, roles and functions
- full details of organisation products, services, facilities, current promotions, events and entertainment.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- products and services to be delivered to clients
- industry-realistic ratios of staff to clients; these can be:
  - staff and clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXIND002 Maintain sport, fitness and recreation industry knowledge

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and update current and emerging information on the sport, fitness and recreation industry. This unit requires the ability to source and comprehend general sport, fitness and recreation industry information and develop a required knowledge base.

This unit applies to individuals working in any sector, and in any location, of the sport, fitness and recreation industry that require an essential and broad knowledge to support all work activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Update and apply structural and	1.1 Identify credible sources of information. 1.2 Access and interpret specific and relevant industry

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operational knowledge.	information. 1.3 Identify the economic and social significance of the relevant industry and its impact on individuals and the community. 1.4 Identify the role of volunteers. 1.5 Use industry information in day-to-day work activities.
2. Update and apply legal and ethical information.	2.1 Source information on legal issues that impact own work role. 2.2 Conduct work tasks according to legal obligations and industry standards of ethical practice. 2.3 Conduct work tasks using a client focused approach, according to community development philosophies and principles.
3. Update and apply information on technology.	3.1 Source and access information on current and emerging technologies. 3.2 Identify the potential effects of different technologies. 3.3 Use knowledge of current and emerging technology in day-to-day work activities.
4. Update and apply knowledge.	4.1 Identify and use a range of opportunities to update industry knowledge. 4.2 Share updated information with colleagues and incorporate into day-to-day work activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret the content of plain English information documents about legal issues, industry accreditation and registration schemes, working with children checks and codes of conduct or behaviour.
Writing skills to:	• summarise and record information in basic documents such as information sheets, portfolios and files.

Unit Mapping Information

SISXIND211 Develop and update sport, fitness and recreation industry knowledge

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Assessment Requirements for SISXIND002 Maintain sport, fitness and recreation industry knowledge

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- participate in at least four of the following opportunities to update current and emerging information relevant to own industry:
  - discussions with experienced industry personnel
  - membership of professional industry associations or unions
  - networking with colleagues and suppliers
  - participating in industry:
    - accreditation schemes
    - industry seminars
    - training courses
- suggest three new or improved workplace practices based on information obtained from the above sources.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on the sport, fitness and recreation industry
- structure of the sport, fitness and recreation industry and its different sectors including their:
  - key characteristics
  - main functions
  - business relationships between different sectors
- roles and general responsibilities for different jobs in the industry
- key characteristics and main functions of allied and related industries
- primary functions of:
  - major cross-industry and sector-specific industry associations especially those with which the business has a relationship
  - trade unions in the industry
- basic aspects of ethical issues specifically relevant to the sport, fitness and recreation industry

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- basic aspects of sport, fitness and recreation industry quality assurance processes:
  - industry accreditation schemes
  - codes of conduct or ethics
  - occupational licensing
  - reasons for participation and impacts of non-compliance
  - roles and responsibilities of individual staff members when participating in schemes
- basic aspects of state, territory and commonwealth laws specifically relevant to the sport, fitness and recreation industry and actions that must be adhered to by organisations:
  - Equal Employment Opportunity (EEO)
  - anti-discrimination
  - work health and safety/occupational health and safety
  - workers compensation
  - workplace relations
  - child protection
  - legal liability and duty of care
  - volunteers
  - drugs
  - environmental protection
  - local community protection (this would include land ownership, management and access requirements that must be met when delivering services)
  - consumer protection (this would include refund requirements that must be met by sport, fitness and recreation organisations, terms and conditions of memberships and cancellation fees)
- basic aspects of EEO law: rights of employees and responsibilities of employers to make merit-based employment decisions
- current and emerging technology used in the sport, fitness and recreation industry: e-business and social media
- economic, health and social significance of the sport, recreation and fitness industry.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- computers, printers, communication technology and information programs used to source industry information
- plain English documents issued by government regulators that describe laws specifically relevant to the industry.
- industry personnel or colleagues; these can be:

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- staff and clients in an industry workplace, or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXIND003 Maintain legal knowledge for organisation governance

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and update legal knowledge to ensure compliance with legislation across sport, fitness and recreation organisations. This unit requires the ability to research, understand and use legal information relevant to organisational governance. This is combined with a general knowledge of the legal framework in which organisations in different sport, fitness and recreation contexts operate.

This unit applies to committee and board members, and senior personnel responsible for ensuring overall compliance of an organisation with legislative and regulatory requirements in the sport, fitness and recreation industries.

The unit does not cover the specialist skills and knowledge required by legal experts or managers whose primary role relates to compliance.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify legal information required for organisation compliance.	1.1 Source and interpret relevant legal and licensing information and advice. 1.2 Determine compliance needs for the organisation. 1.3 Determine risks, penalties and consequences of non-compliance.
2. Ensure compliance with legal requirements.	2.1 Assess the need for specialist legal advice and seek assistance, where appropriate. 2.2 Record and distribute relevant legal information to colleagues, employees and volunteers as appropriate. 2.3 Organise information updates and training for colleagues, employees and volunteers. 2.4 Establish and monitor workplace systems and procedures, including a risk management approach to ensure compliance with legal requirements. 2.5 Identify aspects of operations that may infringe laws. 2.6 Solicit advice on how to develop and implement required operational modifications to ensure legal compliance.
3. Update legal knowledge.	3.1 Use formal and informal research to update legal knowledge required for business compliance. 3.2 Share updated knowledge with colleagues, employees and volunteers and incorporate into organisation planning and operations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Problem-solving skills to:	• evaluate and apply complex information to a particular organisation operational context.

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Unit Mapping Information

SISXIND402 Apply legal knowledge for organisation governance

Links

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Assessment Requirements for SISXIND003 Maintain legal knowledge for organisation governance

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret regulatory information and determine the scope of compliance for specific business operations in relation to at least three different areas of compliance
- develop a diverse range of policies and procedures for legal compliance with above areas of compliance
- integrate, into compliance planning activities and documentation:
  - sources of detailed information and advice on regulatory compliance
  - objectives and primary components of a broad range of local, state, territory and commonwealth government laws relevant to specific sport, fitness or recreation business operations
  - use of policies and procedures in managing regulatory compliance.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal responsibilities and liabilities of managers and directors in varying business structures
- sources of information and advice on regulatory compliance:
  - local, state, territory or commonwealth government departments or regulatory agencies
  - industry associations
  - plain English documentation that explains the operational requirements of legislation
- functions and general operating procedures of regulatory authorities of particular relevance to the sport, fitness or recreation industries
- methods of receiving updated information on laws and licensing requirements
- use of policies and procedures in managing regulatory compliance
- range of formats for and inclusions in policies and procedures
- objectives and primary components of a broad range of local, state, territory and commonwealth government laws to which all types of businesses must comply and that cover:
  - anti-discrimination especially provisions for Equal Employment Opportunity (EEO) and harassment

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  - Australian Consumer Law (ACL) especially provisions for refunds, exchanges and cancellations, terms and conditions of quotations and consumer contracts
  - contracts
  - employer superannuation contributions
  - environmental protection especially provisions for environmental hazard identification, use of minimal impact practices and reporting of incidents
  - Fair Work Act 2009 especially provisions for national employment standards
  - local community protection especially provisions for land management and access and protecting the lifestyle of neighbouring residents
  - taxation
  - workplace relations
  - public liability and duty of care
  - work health and safety/occupational health and safety
  - workers compensation especially provisions for injury reporting and occupational rehabilitation
- objectives and primary components of laws, codes, standards and licensing requirements that impact on specific operators in the sport, fitness or recreation industries; chosen to be applicable to the individual's context
- for each relevant law, code, standard and licensing requirement, the depth of knowledge must cover:
  - key practices that are prohibited by the law
  - auditing and inspection regimes
  - main consequences of non-compliance
  - need to apply for and maintain business or occupational licensing and associated mandatory training and certification requirements
  - requirements for record keeping and acceptable record keeping mechanisms
  - statutory reporting requirements for businesses
  - key business insurances required including public liability and workers compensation
  - adherence to mandatory codes of conduct enshrined in legislation
  - requirements to develop and implement plans, policies, codes of conduct or incorporate certain business practices
  - rights and responsibilities of employees and employers
  - other specific action that must be taken for legal compliance
- sources of legal information and advice relevant to particular industry sectors
- legal framework under which organisations operate:
  - non-incorporated groups
  - incorporated
  - company
  - company limited by guarantee
  - trust.

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Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment or context for which a tailored set of regulatory requirements can be researched and compliance management implemented. This can be a workplace or simulated environment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to administer regulatory requirements
- current legislation
- current plain English regulatory documents distributed by government regulators
- codes of practice and standards issued by regulatory authorities
- regulatory information and business management manuals issued by industry associations or commercial publishers
- current commercial policies and procedures used to manage regulatory issues
- sources of specialist legal advice:
  - compliance consultants
  - industry associations
  - lawyers
  - local, state, territory or commonwealth government departments or regulatory agencies.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SISXIND004 Analyse participation patterns

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to analyse current participation patterns in sport, fitness or recreation activities. The unit requires the ability to review and evaluate market penetration and identify potential directions for future marketing in order to increase participation levels.

This unit applies to personal trainers in the sport, fitness or recreation industry as well as operations managers and program managers planning, implementing and evaluating programs and activities across a range of activity areas.

Work is undertaken independently and according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Interpret the market.	1.1 Identify market segments for current industry service delivery. 1.2 Identify and analyse participant attributes common to specific market segments for current industry service delivery. 1.3 Access and interpret statistical analysis of market research.
2. Assess participation levels and patterns.	2.1 Identify major features of current industry service delivery. 2.2 Identify and assess potential impact of internal and external influences on participation levels and patterns. 2.3 Evaluate the scope for possible expansion of participation within specific market segments.
3. Report on participation levels and patterns.	3.1 Present outcomes of analysis to relevant personnel within the required timeframe. 3.2 Recommend expansion opportunities relevant to organisation. 3.3 Document outcomes and opportunities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret often complex statistics and research findings.
Oral communication skills to:	• source information from relevant sources: • to evaluate market penetration of specific market segments • about participation levels and patterns in specific market segments.
Planning and organising skills to:	• complete research and analysis activities within required timeframes.
Technology skills to:	• access electronic sources of information

Unit Mapping Information

SISXIND403A Analyse participation patterns

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXIND004 Analyse participation patterns

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review and evaluate market penetration of an organisation in at least three of the following market segments:
  - attitudes and values
  - culture
  - geography
  - lifestyle
  - employment status
  - socio-economic status
- when completing the above, consider:
  - participation patterns and attributes in key market segments of the sport, recreation or fitness industry
  - trends of potential significance to the organisation
  - participant participation levels and patterns and potential impacts of:
    - internal influences
    - external influences
  - communicate observations and interpretations to colleagues and management
- scope at least three potential opportunities, using well-researched information and appropriate resources, to increase participation and make at least three logical recommendations to colleagues and management.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- marketing principles to enable the identification of new and emerging markets and those not currently penetrated, with the aim of increasing participation
- contemporary participation patterns in the sport, fitness and recreation industries and factors that impact on participation levels and patterns to enable market segments to be identified and analysed

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- dimensions and characteristics of leisure and its benefits for individuals and the community to enable understanding of client recreation needs
- features of service delivery relevant to organisation:
  - variety and breadth of services
  - locations
  - qualified staff
  - equipment and facilities
- actual or potential impact of internal influences on participation levels and patterns:
  - individual
  - lifestyle
  - social
- actual or potential impact of external influences on participation levels and patterns:
  - leisure characteristics
  - competitive service provision from public sector, commercial sector and not-for-profit sector
  - economic developments
  - environmental trends
  - shifts in demographics, political landscape and geographical landscape
  - technological change
  - codes of practice
- legislation relevant to the sport, fitness and recreation industries and organisational policies and procedures to enable collection and use of market research data
- market research and analysis techniques and information sources
- relevant information to research in market segments:
  - attitudes and values
  - culture
  - geography
  - lifestyle
  - employment status
  - socioeconomic status.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- sources of information on participation patterns and market segments in the sport and recreation industry:

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  - Australian Bureau of Statistics
  - commercial research
  - internet
  - print media
  - surveys
  - television
  - organisational data
- organisational policies and procedures regarding the use of market research information:
  - access to and collection of market information
  - privacy
  - reporting requirements
  - information protocols
  - security and confidentiality requirements
  - management and accountability channels.

Assessment activities that allow the individual to:

- analyse participation patterns within a sport, fitness or recreation context relevant to current or intended work.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXIND005 Coordinate work teams or groups

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coordinate work teams or groups in a sport, fitness or recreation environment. It requires the ability to organise and monitor staffing levels, inform team or group members of expected standards of work, motivate teams and maintain staffing records. Group or team members may be paid employees or volunteers.

This unit applies to individuals responsible for coordinating others as part of their role, ensuring all work is according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine staff levels and expectations.	1.1 Set staffing levels within budget to maximise operational and customer service efficiency.

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	1.2 Roster teams or groups to meet anticipated demand and statutory requirements. 1.3 Induct new team or group members. 1.4 Inform team or group members of rosters within designated timeframes. 1.5 Monitor and adjust staffing levels in response to organisational requirements. 1.6 Communicate expected standards of work and clarify workplace rights and obligations. 1.7 Encourage individuals to contribute to discussion and planning of team or group objectives and goals.
2. Coordinate work team or group.	2.1 Allocate tasks and responsibilities using appropriate communication techniques. 2.2 Ensure team or group members are familiar with specific or required procedures. 2.3 Develop contingency plans to cope with unexpected situations and implement as required. 2.4 Maintain accurate and current records of staffing.
3. Monitor team or group performance.	3.1 Review and update objectives and goals regularly in consultation with relevant personnel. 3.2 Evaluate performance against allocated responsibilities and performance standards. 3.3 Counsel team or group members, as required, and record outcomes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret workplace documents and legal requirements.
Oral communication skills to:	• provide feedback and encouragement • ask questions to identify and confirm requirements • resolve conflict.
Technology skills to:	• maintain records of staffing and meetings.

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Unit Mapping Information

SISXIND410 Coordinate sport, fitness or recreation work teams or groups

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXIND005 Coordinate work teams or groups

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and document staffing requirements for at least three different situations that considers at least two of the following:
  - season demand
  - special event
  - time commitment of volunteers
  - promotional activities
  - competition schedules
- adjust staffing requirements on at least three different occasions where requirements change.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative requirements relating to sport, fitness and recreation:
  - work health and safety/occupational health and safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination
  - relevant industry awards/enterprise agreements
  - unfair dismissal legislation and procedures
- policy and procedures related to:
  - complaints and grievances
  - culturally appropriate entitlements
  - discipline
  - employment conditions
  - equal opportunity
  - anti-discrimination

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- cultural diversity
- induction and training
- staff counselling
- staff records
- performance measures.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- relevant documentation, such as:
  - legislation and statutory requirements
  - awards and agreements
  - job descriptions and responsibilities
  - training programs
- organisation policies and procedures including volunteer management
- rostering and recording systems
- a work team or group; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individuals to:

- coordinate and monitor a range of sport, fitness or recreation work teams or groups over a period of time
- monitor work teams or groups with opportunities to implement suggested improvements
- maintain staff records related to the coordination of work teams or groups.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXIND006 Conduct sport, fitness or recreation events

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to organise and conduct a sport, fitness or recreation event. It requires the ability to plan, setup and conduct an event, supervise the event team, and monitor and evaluate the event outcomes. Event team members may be paid employees or volunteers. It applies to event organisation and coordination requirements at a single site or venue.

Event coordinators must consistently and responsibly conduct events according to relevant legislation and organisational policy and procedures, and within the framework of the event managing organisation or sport controlling body.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify event scope.	1.1 Confirm purpose, objectives, budget and timeline of event with organisation management.

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	1.2 Determine event resource requirements. 1.3 Finalise event components, program or competition format consistent with the requirements of the relevant body. 1.4 Determine participation targets, selection and entry criteria. 1.5 Arrange event time and venue in the context of other scheduled and competing events or activities. 1.6 Identify potential event team members.
2. Plan the event.	2.1 Prepare budget in line with allocated funds. 2.2 Establish event team and clarify roles and responsibilities of team members. 2.3 Identify and seek required approvals to meet regulatory requirements. 2.4 Develop systems and procedures in consultation with event team. 2.5 Design event activities considering waste minimisation and efficient resource utilisation. 2.6 Prepare competition draw or event schedule and distribute, as required. 2.7 Identify event specific risks and prepare risk management strategy. 2.8 Develop contingency and critical incident procedures. 2.9 Develop event coordination plan with documented tasks, responsibilities and timelines. 2.10 Organise promotional materials to generate interest and publicity.
3. Coordinate implementation of the event.	3.1 Provide participants with required information. 3.2 Organise event briefings for all associated staff and volunteers. 3.3 Ensure health, safety and security procedures are integrated into event procedures. 3.4 Oversee event setup according to prearranged operational requirements. 3.5 Identify discrepancies and deficiencies, and take required remedial action. 3.6 Monitor event operation through observation and communication with event team members. 3.7 Implement contingency plans, as required. 3.8 Ensure event break down is completed according to agreements with contractors and event team. 3.9 Process results, communicate outcomes to participants and submit results to relevant body, as required.

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4. Evaluate the event.	4.1 Determine event evaluation criteria prior to event in consultation with organisation management. 4.2 Use a variety of evaluation methods to obtain feedback. 4.3 Conduct an event debrief with event team. 4.4 Analyse delivery of the event against evaluation criteria. 4.5 Document event outcomes and recommendations for future similar events for organisation management.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• prepare an event running sheet and monitor event timing.
Technology skills to:	• utilise software and equipment for event organisation.

Unit Mapping Information

SISXIND409 Organise a sport, fitness or recreation event

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXIND006 Conduct sport, fitness or recreation events

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, deliver, and evaluate at least two of the following events that have prearranged operational components:
  - banquet
  - business or corporate event
  - entertainment or leisure event
  - exhibition, exposition or fair
  - fundraising event
  - industry and other awards presentations
  - meetings and conventions
  - social event
  - sporting event
- develop and present comprehensive event proposals for each event that cover:
  - budget
  - floor or site plans
  - systems and procedures appropriate to the type of event:
    - timeframe and running sheet
    - contingency and critical incident procedures
    - register of staff, officials and volunteers
    - registration system
    - participant or player database
    - competition draw or schedule
    - technical production (lighting, sound, audio, visual)
    - communication strategy
    - media access
    - recording and processing of results or outcomes
    - database of suppliers and contractors
    - financial system such as cash handling and point of sale
  - contingency and critical incident procedures related to:
    - equipment breakdown

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        - participant injury or illness
        - facility and venue problems or changes
        - traffic issues
        - adverse weather
        - modifications to draw
        - late withdrawals
        - event staff sickness
        - insufficient officials
        - lateness of VIPs
        - number of registrations
    - date of event
    - decorations
    - format, style and duration
    - food and beverage requirements
    - event program
    - event set up
    - styling of venue
    - technical equipment
    - timing of service
- develop and produce these comprehensive documents for each event:
    - briefing papers
    - emergency phone contacts
    - layout plan for venue or site
    - program
    - running sheet
    - schedules.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the primary components of state, territory and local council laws that impact on event delivery and actions that must be adhered to by event operators during event setup, conduct and break down, in particular laws that cover:
    - work health and safety/occupational health and safety (this would include requirements that must be met for providing a safe workplace, hazard identification and assessment and control of associated risks)
    - workers' compensation (this would include insurance requirements, injury reporting and occupational rehabilitation requirements)
    - workplace relations
- legal liability and duty of care of participants

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- characteristics of these events staged in various locations:
  - banquets
  - business or corporate event
  - entertainment or leisure event
  - exhibition, exposition or fair
  - fundraising event
  - industry and other awards presentations
  - meetings and conventions
  - social events
  - sporting events
- for each event:
  - purpose and format
  - roles and responsibilities of team members
  - event running order
  - entertainment and speeches
  - service order and timing for food and beverage items to complement event activities
- key features and functions of these event staging products and services:
  - catering
  - displays, stands and signage
  - exhibitor services
  - security
  - talent:
    - entertainers
    - speakers
  - technical equipment and services:
    - audio-visual
    - lighting
    - rigging
    - sets
    - sound
    - special effects
    - stage design
  - venue or site:
    - furniture
    - layouts
    - registration areas and equipment
    - styling
- formats for, inclusions and uses of:
  - event proposals
  - specific event documentation:

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    - booking conditions
    - confirmation letters
    - contracts and invoices
  - event operational documentation:
    - event orders
    - floor plans
    - menus
- key environmental and social sustainability impacts of event delivery and procedures for:
  - recycling and disposal of all waste and hazardous substances
  - ensuring safety for crowds and the movement of large numbers of attendees
  - minimising the use of energy, water and other resources during event set-up, operation and break-down.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment with:
  - real events
  - a simulated industry activity or event created for the purpose of skills assessment that has commercial, community or business relevance in one or more of the following environments:
    - auditoria
    - exhibition areas
    - conference rooms
    - restaurants
    - sporting facilities.

Assessment must ensure access to:

- current and comprehensive event venue information:
  - product information within sales kits, brochures, product manuals, information kits or information databases
  - site specifications, operational and capacity information
  - technical production and staging specifications
- industry current template documents for:
  - event proposals
  - event documentation issued to customers including booking conditions, confirmation letters, contracts and invoices
  - event operational documentation including event orders
  - floor plans

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- procedures for preparing proposals
- customers, internal personnel and external suppliers with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXIND007 Develop and implement participation strategies

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply strategic management skills to expand participation in a sport, fitness or recreation service. It requires the ability to act on recommendations to attract non-participants, by use of information compiled for the development of strategies.

This unit applies to operations managers, program managers or adventure guides, or those working in a sport development role such as program developers in the sport, fitness or recreation industry. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Review analysis of market trends and	1.1 Analyse participation levels and patterns for relevant industry service.

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participation patterns.	1.2 Analyse impact of current participation initiatives relevant to specific industry service. 1.3 Identify priority market segments to expand participation. 1.4 Review recommendations for expansion opportunities in consultation with appropriate personnel. 1.5 Select recommendations for implementation.
2. Implement participation strategies.	2.1 Implement strategies to address issues and needs for prioritised market segments in consultation with providers. 2.2 Communicate strategies to potential participants and relevant personnel. 2.3 Establish and monitor impact of strategies on participation patterns.
3. Monitor and manage participation trends.	3.1 Develop and implement systems and processes to monitor changing participation trends. 3.2 Evaluate strategies and modify in response to changing participation patterns and trends. 3.3 Document outcomes of strategies.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret relevant market information • analyse recommendations for expansion.
Numeracy skills to:	• interpret measures of changing participation rates and trends.
Problem-solving skills to:	• evaluate recommendations for expansion in participation.
Planning and organising skills to:	• establish performance criteria to measure increased participation.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXIND007 Develop and implement participation strategies

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement, monitor and review at least three different initiatives that expand participation in the relevant sport, fitness or recreation service
- initiatives should be in response to outcomes of analysis of at least six of the following:
  - participant attributes:
    - age
    - gender
    - occupation
    - education
    - family
    - values, beliefs and ethics
    - routines
  - market segments:
    - attitudes and values
    - culture
    - geography
    - education
    - lifestyle
    - employment status
    - socioeconomic status.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- contemporary participation patterns and trends in the sport, fitness and recreation industry
- factors that impact on participation levels and patterns
- dimensions and characteristics of leisure and its benefits for individuals and the community
- organisational policies and procedures:

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    - access to and collection of market information
    - privacy
    - reporting requirements
    - information and communication protocols
    - security and confidentiality requirements
    - management and accountability channels
- strategies and methods used for sport, fitness and recreation initiatives for:
    - market segments:
        - attitudes and values
        - culture
        - geography
        - education
        - lifestyle
        - employment status
        - socioeconomic status.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- organisational data on participation levels and patterns and market segments in the sport, fitness and recreation industry
- an environment or facility with a range of recreation and leisure services
- organisational policies and procedures regarding the use of market research information:
- organisational marketing plans and objectives.

Assessment activities that allow the individual to:

- implement and review initiatives in consultation with appropriate personnel
- implement organisational knowledge of key market segments in the sport, fitness and recreation industry
- review participation analysis and make modifications to initiatives.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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Links

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SISXMGT001 Develop and maintain stakeholder relationships

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and maintain an effective relationship with key stakeholders who contribute to and influence the delivery of services.

This unit applies to managers or program coordinators who work with some autonomy. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management and Leadership

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify the role and function of key stakeholders.	1.1 Identify key stakeholders and personnel that impact on the organisation and its service delivery. 1.2 Access and analyse information on the roles and functions of key stakeholders.

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	1.3 Determine the decision making processes within key stakeholder organisations and their impact on the organisation.
	1.4 Research types of information and resources available from key stakeholder personnel.
2. Develop and implement strategies to promote effective stakeholder relationships.	2.1 Consult with stakeholders to establish their needs.
	2.2 Plan activities to facilitate effective rapport with stakeholders.
	2.3 Adopt communication techniques and methods appropriate to the needs of stakeholders.
	2.4 Identify and respond to factors that may negatively impact stakeholder communication
	2.5 Develop strategies to maintain working relationships with stakeholders.
3. Evaluate stakeholder relationships.	3.1 Seek feedback from stakeholders on communication and engagement activities.
	3.2 Assess organisational strategies in developing effective working relationships with stakeholders.
	3.3 Modify strategies in consultation with key organisational and stakeholder personnel.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCCRD304A Work with key stakeholders

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXMGT001 Develop and maintain stakeholder relationships

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, implement and evaluate strategies to promote effective stakeholder relationships with at least two of the following stakeholder types:
  - government agencies
  - funding agencies
  - community organisations
  - peak bodies
  - boards of management
  - enterprises
  - industry associations
- select and use at least three different techniques and methods for stakeholder communication.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key stakeholders likely to impact the organisation and the types of strategies and communication methods for building relationships, as specified in the Performance Evidence
- roles and functions of different stakeholders in the industry and how these are changing in relation to:
  - funding
  - management
  - decision-making
  - sponsorship
- organisational policies and procedures for stakeholder relationship management:
  - stakeholder consultation and engagement
  - communication protocols and methods for different situations
  - evaluation measures and criteria
  - conflict resolution procedures

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  - information management and security
- strengths and weaknesses of different types of stakeholder communication
- barriers to effective communication with stakeholders and ways to respond
- information and resources of stakeholders:
  - facilities
  - equipment
  - grants or funding
  - personnel
  - services
- legislative requirements relating to communication of information.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated industry environment.

Assessment must ensure use of:

- legislative information related to communication of information
- information about stakeholder groups / organisations
- individuals and groups with whom the candidate builds relationships; these can be:
  - individuals in industry organisations, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- plan and implement strategies over time.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXRES001 Conduct sustainable work practices in open spaces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and conduct work in open spaces while upholding sustainable practices. This unit requires the ability to conduct research of the current land condition, capability, uses and practices, and develop and implement strategies to achieve sustainable practices for outdoor programs and activities.

This unit applies to operation or program managers who are responsible for planning, implementing and evaluating sport, recreation or fitness programs and activities across a range of activity areas. They work autonomously with responsibility for management of resources and upholding of sustainable work practices.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Resource Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan sustainable	1.1 Determine opportunities and options for using open space

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activities for work in open spaces.	within the local community. 1.2 Review and document relevant codes of practice and local government requirements for use of open space. 1.3 Consult with colleagues and other stakeholders about issues of responsibility for environmental and social sustainability.
2. Conduct minimal impact activities.	2.1 Select and use minimal impact techniques and procedures appropriate to the area. 2.2 Conduct activities using positive sustainable outcomes for local communities and environments. 2.3 Advise clients of appropriate behaviours in open space environments and address any unacceptable behaviours.
3. Monitor impacts and changes.	3.1 Monitor and record changes in the natural environment using appropriate technology. 3.2 Collect environmental information on behalf of environmental agencies or local government as required. 3.3 Advise appropriate authorities of environmental and social change promptly.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• analyse data on conservation strategies • research usage and potential usage.
Writing skills to:	• develop a plan to improve efficiency while drawing on data analysis.
Learning skills to:	• maintain currency of information related to sustainable practices in open spaces.
Problem-solving skills to:	• assess threats and opportunities • compare conservation strategies and select appropriate strategies • monitor and evaluate the effectiveness of strategies and develop alternative strategies where appropriate • identify current use of resources • develop strategies to maximise efficiency of resource use.
Planning and organising skills to:	• work within identified timeframes and budgets • plan, implement and monitor strategies for optimal resource use

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Self-management skills to:	• establish criteria to evaluate open spaces. • apply sustainable work practices on an ongoing basis.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXRES001 Conduct sustainable work practices in open spaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and conduct at least three sessions in two or more open space environments to minimise environmental impacts of sport, fitness or recreation activities
- for each of the sessions incorporate:
  - local government requirements
  - industry codes of practice
  - provision of advice to clients regarding the use of open spaces
  - management of client behaviour in open spaces
- provide feedback on the environmental impact of at least five sport, fitness or recreation activities conducted in open spaces.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation, regulations and land management requirements and guidelines:
  - permits in national parks or on land under control of traditional owners
  - restrictions on camp site operations and use of open fires
- global environmental issues, in particular a layperson understanding of the science associated with:
  - climate change
  - energy
  - land management
  - waste and consumption
  - water
- environmental and social impacts of sport, fitness or recreation industry in relation to global environmental issues in particular sites and communities
- practical sustainability considerations for sport, fitness or recreation operations, incorporating those related to:
  - environmentally or culturally sensitive areas and associated minimal impact practices
  - handling and disposal of waste, including human waste

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  - industry codes of practice
  - use of water sources
- minimal impact techniques and procedures in relation to:
  - activity-specific guidelines
  - energy use
  - group size
  - interaction with wildlife
  - local customs and courtesies
  - noise
  - setting of camps
  - souveniring
  - use of tracks
  - waste disposal
- biophysical and socio-cultural elements in an environment and the relationship between them
- information collection techniques for monitoring environmental and social impact, including what is observed and measured and how specific data is recorded.

Assessment Conditions

Skills must be demonstrated in:

- an outdoor space that could be used for sport, recreation or fitness work purposes.

Assessment must ensure access to:

- areas or locations containing natural systems or components of these systems
- resources and information relevant to the natural system
- relevant information impacting on conservation of natural systems
- relevant stakeholder and local government information regarding the use of open spaces
- industry code of ethical practice
- organisational documentation relevant to open space planning.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISXRES002 Educate user groups

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and address issues in the use of facilities and activity resources. It requires the ability to develop resources or education for target user groups.

This unit applies to those working as program staff with supervisory responsibilities in a range of locations or with a range of user groups in aquatic programs, sport programs or recreation leisure centres, including gyms. They work autonomously and according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Resource Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop educational strategies.	1.1 Identify specific issues relating to the use of facilities and activity resources by user groups. 1.2 Suggest alternative strategies to address issues in

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	consultation with staff, as appropriate.
	1.3 Develop educational programs and/or resources to address issues.
	1.4 Contribute to the production of educational material.
	1.5 Assess and select strategies for presenting educational programs.
2. Plan and conduct educational programs.	2.1 Plan educational programs according to the needs of the target user group.
	2.2 Identify and organise required equipment and other resources.
	2.3 Liaise with user groups to promote educational programs and/or resources.
	2.4 Implement programs and resources to user groups.
3. Evaluate programs.	3.1 Seek and acknowledge feedback from user groups on effectiveness of programs.
	3.2 Analyse feedback from user groups.
	3.3 Evaluate components of program and/or resources according to evaluation criteria, and record outcomes.
	3.4 Make recommendations for future improvement.
	3.5 Review own performance and identify potential improvements.
	3.6 Record, update and file documentation, schedules and costings.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• discuss and respond to appropriate recommendations to expand participation • present information about education strategies to a wide range of groups • liaise with appropriate personnel to establish networks with education providers.
Problem-solving skills to:	• review and evaluate current education activities • implement and monitor initiatives to expand participation into the relevant sport, fitness or recreation service.
Technology skills to:	• maintain records of resource use and public education programs.

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Unit Mapping Information

SISXRES301A Provide public education on the use of resources

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXRES002 Educate user groups

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and address at least three issues in relation to use of a current facility or activity resource through either:
  - educational programs
  - information resources such as notices, leaflets or handouts
- identify and address at least two issues that could arise as a result of upcoming changes to/ addition of a facility or activity resources through either:
  - educational programs
  - information resources
- promote each program and/or resource using appropriate strategies to the user group
- evaluate all educational programs and resources, identify improvements and document improvement for at least:
  - one program
  - one resource
- maintain and update records of information and programs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures to enable the production and storage of documentation and educational material
- potential issues in relation to resource use, to enable educational programs to target these areas
- components of an educational program
- types of educational material and presentation techniques to enable information on resource use to be conveyed effectively
- use of relevant audio-visual and multimedia equipment to enable clear presentations
- formal and informal evaluation techniques to enable improvements to be made in educational programs
- budgeting for educational programs and resources.

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Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- information relating to public safety issues
- audio-visual or multimedia presentation equipment
- suitable resources, for example facilities or venues
- organisational policies and procedures related to:
  - budget constrains
  - storage of documentation
  - production and circulation of materials
- a range of target user groups, these can be:
  - user groups in a workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- present and provide several educational programs or resources relevant to the candidate's current or intended work environment over a period of time
- interact with a variety of user groups, including conveying information that educates the safe use of resources
- deal with contingencies, such as inappropriate behaviour or inappropriate use of equipment, in a timely manner
- implement information from participant feedback to review programs in a timely manner.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SIRXWHS001 Work safely

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow organisational policies and procedures for safe work practice.

This unit applies to individuals working under direct supervision in a diverse range of industry sectors and business contexts.

No occupational licensing, certification or other legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work Health and Safety

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow safety procedures.	1.1. Follow workplace procedures for safe work practice. 1.2. Follow safety instructions from supervisors, managers and workplace safety signage, and observe other risk control measures. 1.3. Promptly report unsafe work practices, incidents and accidents.

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2. Follow emergency procedures.	2.1. Recognise emergency and potential emergency situations, and follow procedures. 2.2. Follow procedures for reporting of emergency incidents.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret workplace safety signs, and emergency evacuation plans.
Oral communication skills to:	• ask questions and actively listen to clarify health and safety information and instructions.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXWHS001 Work safely

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational work health and safety procedures in day-to-day work activities on three different occasions
- demonstrate appropriate response to one emergency situation
- report one workplace health and safety event.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic key aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation as it impacts individual workers:
  - worker responsibilities
  - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- industry, organisational and job role:
  - workplace hazards and associated risks
  - work health and safety policies and procedures for:
    - working safely with equipment and hazardous substances
    - safe manual handling
    - use of personal protective equipment
    - bullying and harassment
    - communication and reporting
    - responding to emergencies
    - evacuations.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure access to:

- equipment and material requirement by the job role
- organisational work health and safety policies and procedures.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SITTGDE002 Work as a guide

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work effectively as a guide. It covers key legal, ethical, safety, environmental and professional development issues that guides must consider in their day-to-day work.

This unit applies to guides who may work across multiple industry sectors as employees, volunteers, or independent contractors. They may operate within a single site, or in a particular city, region or tourist precinct, but often move across sites, cities and regions.

Guides apply discretion and judgement within established organisational procedures, and when guiding a tour or activity they take a lead role without supervision. Sometimes guides are the owner-operators of small tour operations.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Guiding

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Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan guiding activity.	1.1. Identify key guide information sources and contacts. 1.2. Review required roles and responsibilities for prospective guiding activity. 1.3. Plan resource, labour and logistical aspects of the guiding activity. 1.4. Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.
2. Communicate with tourism industry operators.	2.1. Liaise with internal and external stakeholders to organise all aspects of the guiding activity. 2.2. Achieve mutual understanding and agree on details relevant to guiding activities. 2.3. Provide accurate information and explanations about customer requirements and special requests. 2.4. Identify nature and key facts of operational problems and provide appropriate solutions in consultation with tourism operator.
3. Guide tours or activities.	3.1. Conduct guiding activities according to legal, industry and safety requirements. 3.2. Actively participate in risk assessment as an integral part of work activities. 3.3. Take account of ethical considerations for particular contexts. 3.4. Support sustainable work practices.
4. Develop guiding skills and knowledge.	4.1. Identify and use opportunities to update knowledge and skills required by guides. 4.2. Maintain knowledge of technologies used by guides. 4.3. Identify and access sources of guide support when required. 4.4. Share knowledge with colleagues to enhance quality of service provided to customers.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• read and interpret industry codes of practice and regulations.
Writing skills to:	• complete risk assessment documentation.
Problem-solving skills to:	• evaluate legal, ethical, safety and sustainability issues and requirements for guiding activities • make decisions on appropriate behaviours and actions.
Initiative and enterprise skills to:	• make contingency plans when required, to deal with unexpected circumstances.
Teamwork skills to:	• work effectively with industry operators.

Unit Mapping Information

SITTGDE301 Work as a guide

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTGDE002 Work as a guide

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and conduct three guiding activities with different customers or groups which involve:
  - liaising with one or more tourism industry operators
  - identifying potential operational problems and appropriate solutions
  - incorporating client requirements and special requests
- undertake a full risk assessment for each of the above guiding activities that:
  - identifies inherent risks
  - identifies hazards
  - reports on hazards
- demonstrate how legal, ethical, safety and sustainability requirements have been met in the planning of each of the above guiding activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- interrelationship between tour operations and wholesaling sectors and the role of guiding in the tourism industry
- cultural considerations in dealing with industry colleagues, customers, suppliers and local communities
- roles and responsibilities for guides, and the specific roles of each of these guides:
  - adventure guides
  - city hosts
  - driver guides
  - meet and greet guides
  - site guides
  - tour guides
  - tour managers
- roles and services provided to guides by peak guiding bodies and industry associations to assist in developing guiding knowledge
- industry and legal compliance requirements that affect guiding operations:

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    - consumer protection laws
    - occupational licensing and industry accreditation
    - contents of various guiding codes of conduct or practice and the impacts of non-compliance
    - public liability and the guide's duty of care
    - environmental laws
    - permit requirements for operating in protected areas
    - Queensland Tourism Services Act 2003 requirements for guides when working in Queensland
    - work health and safety
- different types of technologies and their uses:
    - presentation technologies
    - radio-frequency identification (RFID) codes for handheld devices
    - social networking
- opportunities to update own knowledge as a guide:
    - familiarisation tours
    - industry seminars
    - participation in industry accreditation schemes
    - participation or membership in professional guide associations
    - research
    - social networking
    - training courses
- tourism operators that work in collaboration with guides:
    - inbound tour operators
    - other guides
    - retail outlets:
        - factory outlets
        - opal or souvenir outlets
        - tax free stores
    - suppliers of any tourism product or service that is a component of the touring itinerary:
        - accommodation providers
        - airlines
        - attraction or theme parks
        - coach companies
        - cultural sites
        - event venues
        - food and beverage outlets
        - tour operators and cruise operators
- safety issues that affect guiding operations in particular contexts, particularly those related to customer safety in different environments

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- ethical considerations for guides:
  - compliance with industry codes of conduct
  - cultural considerations
  - dealings with local communities
  - dealings with Indigenous communities
  - provision of services as promoted or confirmed
  - relationships with industry colleagues, customers and suppliers
  - avoiding unconscionable conduct
- sustainable work practices includes considerations for:
  - economic:
    - business profitability
  - environmental:
    - minimal impact practices
    - waste minimisation
  - social:
    - host community interactions
    - Australian Indigenous contexts.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- a real guiding activity
- a simulated industry environment or activity.

Assessment must ensure access to:

- environments in which guiding activities take place:
  - tourist attractions
  - visitor sites
  - on board various forms of transportation
- organisational specifications:
  - codes of conduct
  - procedures for liaising with tourism industry operators that are involved in the operation of guided activities
  - running sheets for tours and activities
  - incident report templates
  - passenger lists
  - risk assessment template
- microphone
- props and signage

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- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- tourism industry operators with whom the individual can interact; these can be:
  - those involved in organising a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context
- participants undertaking a tour or activity for whom the individual can act as guide; participants can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTGDE004 Lead tour groups

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coordinate a tour group. It focuses on the communication and leadership skills required by guides, and the ability to coordinate the physical movement of groups.

This unit can apply to any situation where a guide or tour manager is involved in delivering a tour or activity to a group of customers. This could include tours of single sites or tours that include multiple products and sites.

It is relevant in industries where group tours or activities take place in museums, galleries, libraries, places of historical or cultural significance, performing arts centres or zoos; to sport and recreation industries where groups participate in outdoor and adventure activities, such as guided bushwalking; and to any industry that operates tours for business or promotional purposes.

Leading tour groups requires organisational and communication skills and guides who perform this function operate independently or with limited guidance from others.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Guiding

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Coordinate group movements.	1.1. Maintain tour schedule through effective communication with group. 1.2. Use techniques to promptly attract group attention when required. 1.3. Courteously advise group about ways in which minimum disruption and disturbance can be caused to other people and environment. 1.4. Complete physical group movements in an orderly manner, checking group numbers at appropriate times. 1.5. Advise group members of procedures if individuals become separated from the group. 1.6. Provide instructions in a manner and pace appropriate to the group and encourage members to seek clarification where necessary. 1.7. Locate lost or late group members, ensure they re-join the group and are reminded of need to comply with group movements in future.
2. Encourage group morale and goodwill.	2.1. Use techniques to build group cohesion during the tour. 2.2. Balance needs of individuals and group in the conduct of the tour. 2.3. Respond to problems in a manner likely to optimise the goodwill and morale of the group.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION
Oral communication skills to:	• brief group members clearly about tour or activity movements • build group cohesion through use of effective interpersonal communication • respond to and minimise the impact of interpersonal problems between group members.
Problem-solving skills to:	• respond to and resolve operational problems.
Teamwork skills to:	• facilitate group cohesion during tour.
Planning and organising skills to:	• coordinate practical aspects of moving groups of people.

Unit Mapping Information

SITTGDE303 Lead tour groups

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTGDE004 Lead tour groups

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- coordinate and lead at least three tours with different customer groups from among the following durations:
  - short tours (three hours or less)
  - half or full day tours
  - overnight tours
  - extended tours (two or more nights)
- demonstrate use of techniques to build group cohesion during each of the above tours.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- techniques to build group cohesion:
  - encouraging interaction between group members
  - focusing the group on shared activities
  - use of group activities or games
  - inviting individuals to address the group
  - using seat rotation systems
  - using the skills of individual group members in the operation of the tour
- organisational procedures for locating lost or late group members and coordinating reunion with the group
- minimal impact practices relevant to the specific site or location where each tour is conducted
- types of conflict, people management issues and group problems (interpersonal and operational) likely to arise in a group touring situation:
  - typical causes
  - appropriate responses.

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Assessment Conditions

Skills must be demonstrated in an operational touring environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- a commercial environment where tour guide activities are conducted
- a simulated commercial environment or activity where tour guide activities are conducted.

Assessment must ensure access to:

- organisational specifications:
  - running sheets for tours and activities
  - incident report templates
  - passenger lists
- real or simulated touring activities
- microphone
- props and signage
- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- participants undertaking a tour or activity for whom the individual can act as guide; participants can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTGDE005 Prepare and present tour commentaries or activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to construct commentaries or activities and to use effective interpretation and presentation techniques to ensure customer participation and enjoyment in tours or activities. Guides may be presenting generalist or specialist information.

It is relevant in industries where group tours or activities take place in museums, galleries, libraries, places of historical or cultural significance, performing arts centres or zoos; to sport and recreation industries where groups participate in outdoor and adventure activities, such as guided bushwalking; and to any industry that operates tours for business or promotional purposes.

This unit applies in any context where individuals develop and present commentaries or activities that involve creative approaches to the preparation and delivery of information. Guides of all types working independently with limited supervision undertake this role.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Guiding

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare commentaries or activities for presentation to customers.	1.1. Select and evaluate information to meet needs of specific customers, operational contexts and timing restrictions. 1.2. Select or develop themes as a basis for commentaries or activities. 1.3. Construct commentaries or activities to maximise potential for enjoyment and learning. 1.4. Organise support materials in advance of tour or activity. 1.5. Prepare interpretive information tailored to specific audiences.
2. Present commentaries or activities to customers.	2.1. Use interpretive and presentation techniques to combine entertainment and learning to enhance customer experience. 2.2. Present current, accurate and relevant information in a logical order. 2.3. Present information of appropriate depth and breadth using language suited to the group. 2.4. Pace presentation according to timing requirements and operational context. 2.5. Use equipment and resources and identify and report any equipment defects promptly. 2.6. Maintain communication with colleagues as required by specific tour or activity circumstances. 2.7. Implement contingency plans when unexpected events occur and amend presentation format, order or structure to minimise impact on customer enjoyment.
3. Interact with customers.	3.1. Encourage customer participation within safety requirements. 3.2. Invite and respond to questions and feedback, ensuring involvement of whole group.

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3.3. Where the answer to a question is not known, offer to supply the answer at a future time, or refer to other information sources.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• research and analyse potentially complex information and adapt this for effective presentation.
Writing skills to:	• plan and structure cohesive presentations.
Oral communication skills to:	• engage with group members in a positive manner to build rapport.
Teamwork skills to:	• facilitate group participation throughout tour or activity.
Planning and organising skills to:	• structure and time presentations according to tour needs and the demographics of the group.

Unit Mapping Information

SITTGDE304 Prepare and present tour commentaries or activities

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTGDE005 Prepare and present tour commentaries or activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare and present at least three tour commentaries or activities to different groups of customers, which relate to one of the following subject areas:
  - arts
  - built environments
  - history and heritage
  - industrial operations
  - natural environment:
    - flora
    - fauna
    - landscape
  - social environment
  - sport or recreation
- use interpretive and presentation techniques to present commentaries or activities in a manner that:
  - is engaging, entertaining and informative
  - demonstrates knowledge of relevant subject matter
- complete above activities within commercial duration and timeframes that reflect local industry product and practice.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- techniques for structuring commentaries and activities
- subject matter being presented, which will vary according to context, specified in the performance evidence
- role and use of the following presentation and interpretive techniques:
  - body language
  - games and activities
  - humour

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    - positioning
    - role play
    - sensory awareness exercises
    - storytelling
    - visual aids and props
    - voice techniques
- characteristics of customers that can affect their needs in relation to tour activities:
    - age
    - cultural background
    - educational level
    - geographic origin
    - physical factors impacting participation:
        - hearing impairment
        - problems with mobility
        - visual impairment
    - special interests and requested coverage
- appropriate organisational contingency plans to address:
    - changed access arrangements
    - customer health, accident or behavioural issues
    - equipment or system failure
    - natural environment issues.

Assessment Conditions

Skills must be demonstrated in an operational touring environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- an industry workplace where tour commentaries are prepared and presented
- a simulated activity or role play where tour commentaries are prepared and presented.

Assessment must ensure access to:

- sources of information to prepare commentaries or activities
- organisational specifications:
    - running sheets for tours and activities
    - incident report templates
    - passenger lists
- real or simulated touring activities
- microphone
- props and signage
- customer groups of a size and nature that reflect the commercial environment in which the guide operates

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- participants undertaking a tour or activity for whom the individual can act as guide; participants can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTGDE006 Develop and maintain the general and regional knowledge required by guides

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research information on Australia and local regions for presentation to customers. It requires broad general knowledge of Australia plus some regional and location-specific knowledge. It highlights the need for ongoing research to update and expand knowledge.

This unit applies to all guides regardless of the context in which they work. Wherever guides are located or travel, they must maintain and expand their general knowledge base as a key professional development activity. In this context, they work independently or under limited guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Guiding

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Research information on Australia and local region.	1.1. Identify subjects of potential customer interest based on direct contact with customers and consultation with industry colleagues. 1.2. Identify key information sources used by guides. 1.3. Evaluate credibility and reliability of information sources. 1.4. Select and use formal and informal research techniques to access current, accurate and relevant information about Australia and local region. 1.5. Obtain information in a culturally appropriate way.
2. Prepare information for guiding activities.	2.1. Identify themes and messages from research to meet specific customer needs. 2.2. Select and organise information to reflect needs of customers and the way in which information may be presented during a guiding activity.
3. Update general knowledge of Australia and local region.	3.1. Identify and use opportunities to maintain currency of general knowledge about Australia and local region. 3.2. Proactively seek opportunities to enhance and expand own knowledge base. 3.3. Incorporate updated and expanded knowledge into guiding activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• research and interpret general information on Australia, specific regions and locations.
Writing skills to:	• organise ideas and facts in a logical manner for presentation purposes.
Problem-solving skills to:	• determine what information is relevant to specific guiding contexts.
Self-management skills to:	• take responsibility for ongoing development of knowledge.
Technology skills to:	• use online research systems.

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Unit Mapping Information

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTGDE006 Develop and maintain the general and regional knowledge required by guides

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- undertake research and develop a series of six individual presentations for use in a guiding activity
- individual presentations must:
  - demonstrate broad knowledge of subject area
  - use credible and reliable sources of information
  - relate to different subject areas from the aspects of Australia in general and specific aspects of local region listed in the knowledge evidence
  - incorporate interpretive themes and messages that may be adapted to the needs of different groups
  - organise information in a logical and suitable manner for presentation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of interpretation in creating a powerful customer experience
- information sources frequently used by guides:
  - artworks
  - events
  - exhibitions
  - experiences (of self or others)
  - films
  - images
  - internet
  - music
  - other people:
    - local experts
    - traditional owners
  - performances
  - presentations

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  - professional associations
  - printed texts:
    - books
    - journals
    - magazines
    - newspapers
  - technical information
- aspects of Australia in general and specific aspects of local region covering:
  - agriculture (Australia's history as a primary producer, key products of Australia, current issues, past and current agricultural aspects of the local region)
  - architecture (key buildings, their heritage and current use, and structures both in Australia and the local area)
  - art, theatre, music and literature (key Australian performers, writers and artists, major works by Australians and major cultural events)
  - climate (weather patterns, including any extreme conditions, impact of climate on lifestyle and stories associated with climate in a local area)
  - cultural elements (overview of Indigenous cultures within Australia, different cultures within Australia and the local area, cultural activities and local customs)
  - current events in Australia and the local region
  - economy (overview of current state of the economy, and key features of the local economy and local industry)
  - education (overview of school and higher education systems and comparison of systems to those of other countries or states)
  - flora and fauna (overview of native flora and fauna, their characteristics and key locations)
  - food (local dishes and produce)
  - geography and geology (major land formations, landmarks, natural attractions and their key features for both Australia and the local region)
  - government and politics (general structure, political parties, major political figures, and current federal, state and local political issues)
  - history (historical development of Australia and the local region, major historical events and prominent individuals, key dates and overview of Australian Indigenous history)
  - lifestyle (key features of the day-to-day living patterns of Australians and local people, and family and social customs)
  - natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, and land management in Australia including the role of national parks)
  - religion (religious make-up of Australia and the local area, and aspects of religious practices)
  - science and technology (Australia's contribution both past and present, prominent individuals and key discoveries)
  - shopping (key locations and local products)

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    - sport (main Australian sporting activities, Australia's sporting record, local sporting focus, sporting facilities and sporting comparisons with other countries or areas)
    - trade (key exports and main trading partners)
    - transport (main transport systems, usage of different forms of transport across Australia, and current transport within the local region)
    - tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners and medical facilities)
    - wine (Australian wine styles, major wine areas, specific wine areas and wines produced within the local region)
- methods used to organise information:
    - chronologies
    - customer profiles:
        - interest profiles for particular age groups and nationalities
        - special interest groups
    - specific touring route or location information
    - storylines
    - themes or character based note.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where research is conducted to update industry knowledge on aspects of Australia in general and specific aspects of the local region
- a simulated industry environment or activity involving a research activity to update industry knowledge of aspects of Australia in general and specific aspects of the local region.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- equipment used to source, record and store information:
    - computer and software
    - internet
    - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

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Links

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SITTGDE007 Research and share general information on Australian Indigenous cultures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and share information about Australian Indigenous cultures in an appropriate way. It focuses on information that is widely available to the general community.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation.

This unit applies across many industry sectors. It is particularly relevant to cultural tourism operations and to individuals who work in customer service and guiding roles with differing levels of responsibility. Information could apply to Australian Indigenous communities and cultures across Australia, or to a specific Australian Indigenous community and culture.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Guiding

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Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Research general information on Australian Indigenous cultures.	1.1. Identify key information sources on Australian Indigenous cultures. 1.2. Select and use formal and informal research techniques to access current, accurate and relevant information about Australian Indigenous cultures. 1.3. Obtain information in a culturally appropriate way.
2. Share general information on Australian Indigenous cultures.	2.1. Identify and use Australian Indigenous interpreters where possible. 2.2. Provide guidance to customers on appropriate behaviour when interacting with Australian Indigenous people. 2.3. Share clear and accurate information on Australian Indigenous cultures to enhance cultural awareness, ensuring acknowledgment of the diversity of cultures. 2.4. Share information in a manner respectful of local community values and customs. 2.5. Answer questions according to community wishes about what information can be shared. 2.6. Respond to culturally inappropriate behaviour by customers to minimise the likelihood of causing offence.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	• make notes about Australian Indigenous culture to share with others.
Learning skills to:	• develop own knowledge and understanding of Australian Indigenous cultures.

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Teamwork skills to:	• work respectfully with Australian Indigenous interpreters and Australian Indigenous communities or with those who are authorised by elders on behalf of the community with regard to the preparation of appropriate information and activities.

Unit Mapping Information

SITTGDE306 Research and share general information on Australian Indigenous cultures

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTGDE007 Research and share general information on Australian Indigenous cultures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- liaise with relevant Australian Indigenous community elders or persons approved by relevant Indigenous community elders in a culturally appropriate manner to identify acceptable protocols for sharing knowledge on local Indigenous culture with others
- using relevant sources of information listed in the knowledge evidence, undertake research on Australian Indigenous culture relevant to the regional context to develop current knowledge of:
  - art and music
  - bushcraft, bush food and bush medicine
  - contemporary Australian Indigenous life and culture
  - cultural centres, galleries and natural sites
  - dance
  - history, pre- and post-European contact
  - land ownership
  - tools and implements
  - traditional life and culture
- share information on aspects of local Australian Indigenous culture with customers on at least three different occasions and using at least three different locations.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on Australian Indigenous cultures:
  - artworks
  - events
  - exhibitions
  - experiences (of self or others)
  - films
  - images
  - internet

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  - music
  - performances
  - Indigenous people
  - traditional owners
  - presentations
  - professional associations
  - printed texts
- protocols for researching and sharing information about Australian Indigenous cultures that address:
  - the type of information that can be shared
  - who can give information
  - who can receive the information
  - what activities are appropriate
  - who should be involved in activities
- fundamental Australian Indigenous intellectual property issues:
  - strong links between intellectual property and cultural heritage
  - issues associated with the reproduction and sale of Indigenous cultural works.

Assessment Conditions

Skills must be demonstrated in an Australian Indigenous tourism environment. This can be:

- an industry workplace where research is conducted and shared on Australian Indigenous cultures
- a simulated activity involving the researching and sharing of information on Australian Indigenous cultures.

Assessment must ensure access to:

- cultural sites, galleries or natural settings
- information sources verified or supported by Indigenous communities
- involvement of relevant local Indigenous community elders or persons approved by relevant local Indigenous community elders in the assessment process
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

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- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

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SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on flora, fauna and landscape to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in national parks, or who conduct tours with a strong focus on the natural environment. In this context, guides work independently to research and prepare interpretive content.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Guiding

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Research specialised information on	1.1.Identify key sources of specialised information

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flora, fauna and landscape.	about flora, fauna and landscape. 1.2. Evaluate credibility and reliability of information sources. 1.3. Use formal and informal research techniques to access current, accurate and relevant information. 1.4. Determine potential subjects of customer interest and make focus of research activities.
2. Prepare specialised information on flora, fauna and landscape.	2.1. Analyse information and develop interpretive themes and messages to meet customer needs. 2.2. Organise information to support ways in which it will be used and presented.
3. Update knowledge of specialised information on flora, fauna and landscape.	3.1. Identify and use opportunities to maintain currency of knowledge about specialised topics. 3.2. Proactively seek opportunities to enhance and expand own knowledge base. 3.3. Incorporate updated and expanded knowledge into work activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret potentially complex and detailed information on flora, fauna and landscape.
Writing skills to:	• make notes from research on flora, fauna and landscape.
Initiative and enterprise skills to:	• establish an interpretive framework • evaluate and adapt information for practical workplace purposes • create key messages, themes and storylines for customers.
Technology skills to:	• use the internet as a research tool.

Unit Mapping Information

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

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Links

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Assessment Requirements for SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
  - using at least four credible and reliable sources of information
  - demonstrating knowledge of flora, fauna and landscape as listed in the knowledge evidence
  - using appropriate ecological terminology and concepts
  - incorporating interpretive themes and messages
  - organising information in a logical and suitable manner for presentation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of interpretation in creating a powerful customer experience
- sources of information on flora, fauna and landscape in the relevant geographic context
- landscapes of interest within a local region and their general characteristics
- key ecological terminology and concepts:
  - biodiversity and abundance
  - biotic and physical factors
  - carbon cycle
  - community relations
  - energy flow
  - food web
  - life cycles
  - nutrient cycle
  - populations
  - succession
  - water cycle
  - zonation
- interrelationships between parts of the ecosystem:

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    - developmental processes related to the formation of local landscapes:
        - geological formations and history
        - soil composition and its relation to plant and animal life and water catchment areas
- principles of Gondwana theory and the impact of Gondwana on plant and animal communities
- major landscape types and their characteristics:
    - alpine
    - coastal
    - desert
    - outback
    - temperate
    - tropical
- major species of flora and fauna within the local landscape:
    - characteristics
    - commonalities
    - interactions between species and the environment
    - nature of species and where it is found
    - nutrition and life cycles
    - roles of individual species
    - species harmful to humans
- identification techniques for flora and fauna
- environmental influences that affect landscape:
    - climate
    - earthquake
    - fire
    - flood
- human impact on landscape:
    - industrial activity
    - land clearing
    - mining
- management regimes and codes of practice for local landscape
- Australian Indigenous perspective on local landscape
- information sources frequently used by guides:
    - artworks
    - events
    - exhibitions
    - experiences and observations (of self or others)
    - films
    - geological societies, plant study groups or wildlife societies
    - images

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- internet
- music
- local experts
- traditional owners
- performances
- presentations
- professional associations
- printed texts.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where specialised interpretive content is developed for guiding activities
- a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- current interpretive resources
- equipment used to source, record and store information:
  - computer and software
  - internet
  - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTGDE009 Prepare specialised interpretive content on marine environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on marine environments to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in marine parks, aquaria, on cruise or dive boats or in resort areas where there is strong visitor interest in the marine environment. In this context, guides work independently to research and prepare interpretive content.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Guiding

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Research specialised information on marine environments for presentation.	1.1. Identify key sources of specialised information about marine environments. 1.2. Evaluate credibility and reliability of information sources. 1.3. Use formal and informal research techniques to access current and relevant information. 1.4. Determine potential subjects of customer interest and make focus of research activities.
2. Prepare specialised information on marine environments.	2.1. Analyse information and develop interpretive themes and messages to meet customer needs. 2.2. Organise information to support ways in which it will be used and presented.
3. Update knowledge of specialised information on marine environments.	3.1. Identify and use opportunities to maintain currency of knowledge about specialised topics. 3.2. Proactively seek opportunities to enhance and expand own knowledge base. 3.3. Incorporate updated and expanded knowledge into work activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement

SKILLS	DESCRIPTION
Reading skills to:	• interpret potentially complex and detailed information on marine environments.
Writing skills to:	• make notes on marine environments.
Initiative and enterprise skills to:	• establish an interpretive framework • evaluate and adapt information for practical workplace purposes • create key messages, themes and storylines for customers.
Technology skills to:	• use the internet as a research tool.

Unit Mapping Information

SITTGDE308 Prepare specialised interpretive content on marine environments

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Links

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Assessment Requirements for SITTGDE009 Prepare specialised interpretive content on marine environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
  - using at least four credible and reliable sources of information
  - demonstrating knowledge of marine environments as listed in the knowledge evidence
  - using appropriate ecological terminology and concepts
  - incorporating interpretive themes and messages
  - organising information in a logical and suitable manner for presentation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of interpretation in creating a powerful customer experience
- current interpretive theory, methods and media
- sources of information on the local marine environment
- key marine environments in the local area:
  - beach
  - lagoon estuarine
  - mangrove
  - marsh
  - reef
  - river estuarine
  - rock platform
- key ecological terminology and concepts:
  - biodiversity and abundance
  - biotic and physical factors
  - carbon cycle
  - community relations
  - energy flow
  - food web

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  - life cycles
  - nutrient cycle
  - populations
  - succession
  - water cycle
  - zonation
- interrelationships between parts of the ecosystem in a marine context
- developmental processes related to the formation of different local marine environments and biogeography
- major species of animals and plant life within the local marine environment:
  - characteristics
  - commonalities
  - interactions between species and the environment
  - nature of species and where it is found
  - nutrition and life cycles
  - potentially hazardous marine organisms
  - roles of individual species within the ecosystem
- identification techniques for marine plants and animals
- environmental influences that affect the local marine environment
- nature of human impact on the local marine environment:
  - positive impacts
  - negative impacts:
    - types of boats and ships and their impact
    - fishing and its impact
- management and catchment management regimes for local marine environments, relevant authorities and codes of practice
- Australian Indigenous perspective on the local marine environment
- information sources frequently used by guides:
  - artworks
  - events
  - exhibitions
  - experiences (of self or others)
  - films
  - images
  - internet
  - music
  - local experts
  - traditional owners
  - performances
  - presentations

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- professional associations
- printed texts, books, journals, magazines, newspapers
- technical information.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where specialised interpretive content is developed for guiding activities
- a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- current interpretive resources
- equipment used to source, record and store information:
    - computer and software
    - internet
    - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on cultural and heritage environments to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in cultural centres, museums, galleries or historic sites, or who conduct tours in regions with strong cultural and heritage significance. In this context, guides work independently to research and prepare interpretive content.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Guiding

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the

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	element.
1. Research specialised information on cultural and heritage environments.	1.1. Identify key sources of specialised information about cultural and heritage environments. 1.2. Evaluate credibility and reliability of information sources. 1.3. Use formal and informal research techniques to access current and relevant information. 1.4. Determine potential subjects of customer interest and make focus of research activities.
2. Prepare specialised information on cultural and heritage environments.	2.1. Analyse information and develop interpretive themes and messages to meet customer needs. 2.2. Organise information to support the ways in which it will be used and presented.
3. Update knowledge of specialised information on cultural and heritage environments.	3.1. Identify and use opportunities to maintain currency of knowledge about specialised topics. 3.2. Proactively seek opportunities to enhance and expand own knowledge base. 3.3. Incorporate updated and expanded knowledge into work activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret potentially complex and detailed information on cultural and heritage environments.
Writing skills to:	• make notes on cultural and heritage environments.
Initiative and enterprise skills to:	• establish an interpretive framework • evaluate and adapt information for practical workplace purposes • create key messages, themes and storylines for customers.
Technology skills to:	• use the internet as a research tool.

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Unit Mapping Information

SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
  - using at least four credible and reliable sources of information
  - demonstrating knowledge of cultural and heritage environments as listed in the knowledge evidence
  - using appropriate ecological terminology and concepts
  - incorporating interpretive themes and messages
  - organising information in a logical and suitable manner for presentation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the role of interpretation in creating a powerful customer experience
- sources of information on cultural and heritage environments
- cultural and heritage environments, natural and built:
  - art galleries
  - cultural centres
  - heritage trails
  - historic localities or regions
  - historic theme parks
  - Indigenous art or occupation sites
  - museums
  - prehistoric and fossil sites
- nature and significance of each cultural or heritage environment:
  - how the environment developed and evolved
  - historically and culturally significant features, details of any exhibits, displays or performances
  - individuals associated with the environment, their roles and impacts
  - role of the environment in the local community, both past and present

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- relationship of the environment to past and current Australian culture and history
- information sources frequently used by guides:
  - artworks
  - events
  - exhibitions
  - experiences and observations (of self or others)
  - films
  - images
  - internet
  - music
  - objects
  - local experts
  - traditional owners
  - performances
  - presentations
  - professional associations
  - printed texts, books, journals, magazines, newspapers
  - technical information.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where specialised interpretive content is developed for guiding activities
- a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- current interpretive resources
- equipment used to source, record and store information:
  - computer and software
  - internet
  - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

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Links

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SITTGDE011 Coordinate and operate tours

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to conduct a tour for groups or individuals that includes multiple products, services and sites. It requires the ability to manage the tour logistics of a prearranged itinerary. The coordination of tour delivery requires significant planning and organisational skills as well as the ability to liaise with suppliers and industry colleagues to maximise tour efficiency and customer service quality.

This unit has particular application to guides engaged by tour operators, inbound tour operators and tour wholesalers. Sometimes these individuals are called driver guides or coach captains. In an extended touring context, the unit applies to tour managers who accompany tour groups on longer tours and manage the logistics of group movements and touring arrangements at each destination. The unit does not apply to guides working at a single site.

Individuals performing this function work independently in the field, within established organisational procedures.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Guiding

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan tour delivery logistics.	1.1. Plan tour delivery according to briefing information or operational documentation provided by the tourism operator. 1.2. Make tour preparations and consider issues to ensure customer needs are met. 1.3. Prioritise and action tasks required in advance of tour commencement.
2. Brief and assist customers.	2.1. Welcome customers to tour and provide briefing on tour practicalities and procedures. 2.2. Provide additional information and assistance to enhance enjoyment of tour.
3. Liaise with industry colleagues.	3.1. Liaise with industry colleagues to achieve smooth tour operation. 3.2. Action requests from industry colleagues promptly and willingly wherever possible and request assistance when required. 3.3. Make agreements about individual and joint responsibilities during tour. 3.4. Make forward reconfirmations and bookings in a timely manner. 3.5. Interpret documentation from other organisations and apply appropriately.
4. Manage the itinerary.	4.1. Conduct tour to schedule and include all features in itinerary. 4.2. Advise customers courteously and sensitively about unavoidable changes. 4.3. Re-plan itinerary when necessary to ensure purchased inclusions or their equivalent are delivered and disruption to customers is minimised. 4.4. Advise industry colleagues and suppliers affected by changes according to organisational procedures. 4.5. Maintain contact with those fixing the problem when itinerary delays and changes occur, and use negotiation techniques to minimise time delay and negative impact on customers.

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	4.6. Keep customers informed of reasons for changes and actions taken.
5. Deal with unexpected events.	5.1. Assess unexpected events and select appropriate action.
	5.2. Follow organisational procedures in the case of accidents or where safety of customers or colleagues may be threatened.
	5.3. Identify and access sources of assistance promptly.
	5.4. Amend tour to minimise impact on customer enjoyment.
6. Debrief tour.	6.1. Provide accurate and complete tour reports according to organisational guidelines.
	6.2. Provide customer and personal feedback and other information to assist with future improvements.

Foundation Skills

Foundation skills essential to perform in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret tourism industry terminology, in particular product codes.
Writing skills to:	• complete operational and reporting documents.
Numeracy skills to:	• calculate tour component times • translate time from the 24-hour to 12-hour clock • calculate logistics of group movements.
Planning and organising skills to:	• coordinate multiple and diverse tour components.
Technology skills to:	• use industry-current communication systems.

Unit Mapping Information

SITTGDE401 Coordinate and operate tours

Links

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Assessment Requirements for SITTGDE011 Coordinate and operate tours

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, coordinate and operate at least two tours for different groups that comprise at least four different products, services or sites
- liaise with industry colleagues regarding tour operation, and reconfirmations and bookings for each of the product or service components in each of the above tours to ensure:
  - tours are conducted to schedule and include all advertised itinerary features
  - tours are conducted in a sustainable manner with minimal impact on culturally or environmentally sensitive areas
  - the safety of customers and colleagues
- demonstrate procedures used to manage issues, situations and problems on tours to minimise negative impact on customers, including:
  - unexpected events
  - delays
  - environmental conditions
  - customer situations.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of tour itineraries and their common formats and inclusions:
  - adventure tour
  - city or rural tour
  - cultural tour
  - eco-tour
  - extended tour
  - half or full-day tour
  - special interest tour
- product knowledge appropriate to the specific touring itinerary and its component products and services

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- main features of culturally or environmentally sensitive areas to be visited and minimal impact practices to protect and sustain these
- tourism industry supplier networks and interrelationships that impact on the conduct of a multi-product and multi-site touring itinerary
- reconfirmation and booking procedures for tour components:
  - accommodation venue
  - airline
  - attraction
  - catering provider
  - charter airline
  - cruise
  - ground transport
  - guided tour within attractions and sites
  - local tour guide
  - optional tour
  - restaurant
  - retail outlet
  - scenic flight
  - train
- planning procedures relating to the delivery logistics of a multifaceted touring itinerary and the management processes to be undertaken before, during and on completion of a tour
- tour practicalities and procedures that must be communicated to customers when relevant to the tour content:
  - availability of free time
  - cultural considerations
  - group rules and codes of behaviour
  - health and safety procedures
  - itinerary or program details:
    - route
    - schedule
    - highlights
  - regulations:
    - customs
    - immigration
    - luggage
  - procedures at tour stops
  - specific site procedures
- organisational procedures and processes to address tour management issues and problems:
  - accident, injury or illness
  - breakdown

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  - customer special needs
  - equipment and resource constraints
  - itinerary variations
  - language considerations
  - natural disaster
  - theft
- legal and liability issues affecting guides:
  - domestic and relevant overseas consumer law regarding provision of services as advertised
  - duty of care.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- a commercial environment where tours are coordinated and operated
- a simulated commercial environment activity for which tours are coordinated and operated.

Assessment must ensure the access to:

- equipment and resources required for the delivery of tours:
  - transport
  - venue access
- customer and operational documentation to support the delivery of a multifaceted touring itinerary
- real or simulated touring activities
- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- participants undertaking a tour or activity for whom the individual can act as guide; these can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

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Links

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SITTGDE012 Manage extended touring programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coordinate touring programs of more than one day duration. It requires the ability to manage all tour logistics and to solve touring and group member problems. It also requires skills to ensure the ongoing welfare and satisfaction of tour group members and to develop and maintain group cohesion and rapport.

This unit applies to tour operations, inbound tour operations and tour wholesaling sectors, and to tour managers, tour directors, tour leaders and tour escorts employed by those companies. These individuals may lead extended tours in Australia or overseas, and are responsible for logistical management of touring programs that usually include multiple destinations. They work independently in the field, within established organisational procedures. When on tour, they take a lead role without supervision, only referring problems to the tourism operator when absolutely necessary.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Guiding

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Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Manage touring arrangements.	1.1. Manage touring program logistics in a holistic way taking account of legal, ethical, safety and sustainability considerations. 1.2. Conduct touring program according to prearranged itinerary. 1.3. Make forward reconfirmations and bookings progressively. 1.4. Reconfirm or arrange operational details progressively. 1.5. Make adjustments to touring arrangements when required within the scope of individual responsibility. 1.6. Make major adjustments within budget according to controlling office guidelines. 1.7. Maintain ongoing contact with controlling office and forward suppliers as required.
2. Liaise and negotiate with others.	2.1. Maximise operational efficiency and customer service levels by effective liaison and negotiation with those contributing to program operations. 2.2. Conduct negotiations in a professional manner in relevant cultural context. 2.3. Select negotiation style appropriate to circumstance and use negotiation and communication techniques to maximise chances of an acceptable outcome for all parties. 2.4. Conduct negotiations in context of entire touring program to take account of overall relationship between the organisation and other stakeholders. 2.5. Confirm agreements in writing as required. 2.6. Provide relevant information to controlling office as required.
3. Develop and maintain group rapport.	3.1. Develop and maintain a team spirit for duration of program. 3.2. Gain trust and confidence of group through demonstration of professional competence and integrity. 3.3. Use leadership and communication skills to foster group cohesion. 3.4. Encourage customer participation and group interaction. 3.5. Identify and assess potential conflicts within the group and should conflict arise, take appropriate action to resolve.

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4. Resolve problems that arise on tour.	4.1. Identify and consider problems from an operational and customer service perspective in the context of the entire touring program. 4.2. Initiate short-term action to resolve immediate problems where appropriate. 4.3. Analyse problems for long-term commercial impact and assess and action solutions. 4.4. Present a positive image of organisation and its contracted suppliers at all times. 4.5. Take responsibility for resolving problems within scope of individual authority and to ensure customer satisfaction. 4.6. Consult controlling office to resolve problems outside scope of guidelines and responsibility. 4.7. Take appropriate follow-up action to monitor effectiveness of chosen solutions.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret customer and operational tour information • interpret tourism industry terminology, in particular product codes.
Writing skills to:	• complete operational and reporting documents.
Oral communications skills to:	• discuss customer concerns and sometimes sensitive and confidential issues.
Numeracy skills to:	• calculate tour component times • translate time from the 24-hour to 12-hour clock.
Initiative and enterprise skills to:	• create opportunities to enhance the customer touring experience.
Planning and organising skills to:	• coordinate multiple, diverse and often complex logistical tour components and arrangements.
Technology skills to:	• use industry-current communication systems.

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Unit Mapping Information

SITTGDE402 Manage extended touring programs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTGDE012 Manage extended touring programs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manage an extended touring program for at least one of the types of tours listed in the knowledge evidence
- liaise with industry colleagues regarding logistical aspects of tour operation to ensure:
  - tours are conducted to schedule and including all advertised itinerary features
  - tours are conducted in a sustainable manner with minimal impact on culturally or environmentally sensitive areas
  - the safety of customers and colleagues
- facilitate positive interactions between tour group members and maintain group cohesion and rapport throughout touring program
- demonstrate negotiation and contingency management procedures used to manage issues, situations and problems on extended tours to minimise negative impact on customers, including:
  - unexpected events or delays
  - equipment or transportation issues
  - environmental conditions
  - customer interpersonal or operational situations.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of extended tour itineraries and their common format, duration and inclusions:
  - adventure tours
  - camping tours
  - cruise programs
  - cultural and historical tours
  - eco-tours
  - general sightseeing tours
  - special interest tours
  - pre- and post-conference tours

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- responsibilities of tour managers on extended touring programs
- tourism industry supplier networks and interrelationships that impact on the conduct of an extended touring program
- organisational management policies, processes and procedures to be undertaken before, during and at completion of a tour
- negotiation techniques and their application to different tour managing contexts
- operational details:
  - check-in and check-out procedures
  - customs and immigration procedures and requirements
  - documentation preparation
  - group currency requirements
  - luggage coordination
  - local touring liaison
  - management of passenger travel documentation:
    - airline tickets
    - seat allocations or boarding passes
    - travel vouchers
  - seat rotation
- reconfirmation and booking procedures for tour components:
  - accommodation venue
  - airline
  - attraction
  - catering provider
  - charter airline
  - cruise
  - ground transport
  - guided tour within attractions and sites
  - local tour guide
  - optional tour
  - restaurant
  - retail outlet
  - scenic flight
  - train
- leadership, motivation and communication techniques and their application to different tour managing contexts
- organisational procedures and processes to address tour management issues and problems:
  - customer interpersonal situations:
    - disruptive behaviour
    - group conflict
    - group dissatisfaction

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- customer operational situations:
  - late passengers
  - loss of personal valuables and documents
  - lost luggage
  - lost passengers
  - missed connection
  - passenger robbery
  - passenger sickness, injury or death
- environmental conditions:
  - natural:
    - fire
    - flood
    - storm
    - cyclone
  - built:
    - road closures or blockages
- equipment and transportation in contingency situations
- itinerary challenges:
  - change in services delivered
  - delays
  - overbooking
  - poor supplier performance
- political issues
- legal, ethical, safety and sustainability considerations in the management of extended touring programs:
  - anti-discrimination provisions
  - duty of care
  - licensing and the use of licensed operators
  - minimising waste and conserving resources
  - site-specific safety and security requirements.

Assessment Conditions

Skills must be demonstrated in an extended touring environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- a commercial environment where extended tours are managed and conducted
- a simulated commercial environment activity for which an extended tour is managed and conducted.

Assessment must ensure access to:

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- equipment and resources required for the delivery of tours:
  - transport
  - venue access
- customer and operational documentation to support the delivery of a multifaceted touring itinerary
- real or simulated touring activities
- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- a group of customers for whom the individual can act as a tour manager; these can be:
  - those participating in an extended tour who interact with the individual during the assessment process; or
  - individuals who participate in a simulated extended tour set up for the purpose of assessment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTPPD002 Develop interpretive activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop interpretive activities for different customer groups. It requires the ability to establish educational, interpretive and commercial objectives for an activity; develop operational aspects; and evaluate the success of the activity. The actual presentation of activities is covered in the unit SITTGDE005 Prepare and present tour commentaries or activities.

The unit applies to many industry sectors and has particular relevance in tourism, sport and recreation, and cultural contexts. Interpretive activities take place on historical, cultural, heritage or nature-based tours, in attractions and theme parks, in national parks or in locations such as museums, galleries, libraries, performing arts centres and zoos. Activities could be virtual.

Planning and developing interpretive activities may be for a series of activities in a venue or tour operation or for a one-off activity. It could be the responsibility of the person delivering the activity or be developed by senior operational or supervisory personnel. The planning role applies to those who work independently with limited guidance from others. This could include senior guides, activities coordinators, or owner-operators of small organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Planning and Product Development

Unit Sector

Tourism

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish need for activities.	1.1. Identify need for interpretive activities, based on customer, organisation and community needs. 1.2. Establish educational, interpretive and commercial objectives in consultation with appropriate colleagues.
2. Create activities.	2.1. Identify and evaluate a range of potential information and resources, including other specialists as required. 2.2. Develop interpretive framework for activities. 2.3. Generate and select ideas for potential messages, themes and storylines. 2.4. Identify relationships between themes, storylines and the site. 2.5. Incorporate interpretive media that matches the site. 2.6. Conduct a risk assessment and incorporate controls into activity development. 2.7. Evaluate and integrate legal, ethical and sustainability considerations. 2.8. Develop resources to support activities. 2.9. Develop activity within budget to meet agreed objectives.
3. Evaluate activities.	3.1. Obtain formal and informal feedback from customers and colleagues during piloting or conduct of activities. 3.2. Modify activities according to feedback received. 3.3. Establish and implement ongoing review mechanisms to ensure continuous improvement of activities in line with its objectives.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• evaluate wide ranging information and tease out creative themes and messages for activities • analyse and interpret complex information and communicate it creatively to customers.
Oral communication	• consult with colleagues about development issues for interpretive

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skills to:	activities.
Numeracy skills to:	• calculate costs in order to work within established budgets.
Planning and organising skills to:	• coordinate creative and practical aspects of activities.
Technology skills to:	• use software to develop products that support the delivery of educational and commercial interpretive activities in both real and virtual contexts.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTPPD002 Develop interpretive activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and develop one single interpretive activity and one series comprising at least three interpretive activities combined into an overall program, for at least two of the following:
  - attractions
  - guided activities or walks
  - sporting activities
  - theme parks
  - virtual activities
- plan and develop the above interpretive activities using at least two of the following themes:
  - cultural
  - heritage
  - historical
  - nature
- ensure above interpretive activities include key messages that reflect subject matter knowledge and meet the needs of different customer groups and commercial and operational constraints
- identify review mechanisms for above interpretive activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- subject matter around which activities are developed
- influential principles and theories of interpretation
- physical and digital interpretive media
- resource considerations for the development of interpretive activities:
  - apps and other digital content
  - costumes
  - guest speakers
  - handouts

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    - information and communications technology
    - natural resources
    - props
    - professional organisations
    - special interest organisations
    - specialists:
        - actors and performers
        - creative designers
        - cultural advisers
        - designers
        - environmental educators
        - heritage specialists
        - historians
        - interpretation consultants
        - marketers
        - subject matter experts
        - technical experts
- practical processes that support activity development:
    - budgeting
    - evaluation
    - needs analysis
    - resource development
    - scheduling
- creative communication techniques for interpretive activities:
    - games
    - illustrated talks
    - role-playing
    - sensory awareness exercises
    - storytelling
    - use of apps, podcasts, near response codes, quick response codes
- safety requirements specific to activities
- risk assessment processes:
    - determining overall risk level
    - determining exposure to the risk
    - estimating probability of negative impacts
    - identifying consequences that could result from the identified risk
- legal, ethical and sustainability considerations for activity development:
    - cultural appropriateness
    - duty of care
    - minimal impact

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- minimising waste and conserving resources.

Assessment Conditions

Skills must be demonstrated in an operational tourism environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- a real or simulated environment for which interpretive activities can be planned and developed
- information sources on subject matter of interpretive activities, resources and other specialists
- current technology for use in activity development
- customers sufficient in number to reflect different customer, organisational or community needs and locations for interpretive activities; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

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SITTPPD008 Develop tourism products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage the strategic product development process from initial research through to product establishment and monitoring.

The unit applies to all industry sectors and to senior personnel working in strategic planning and product development roles. This could include product development managers, marketing managers, operations or general managers, regional tourism managers, account managers, events managers, resort or hotel managers and owner-operators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Planning and Product Development

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Research the market.	1.1. Focus product research according to organisational objectives. 1.2. Evaluate information sources for tourism, tourism market

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	trends, and distribution and marketing networks. 1.3. Consult with internal and external stakeholders. 1.4. Analyse current market trends, needs, and product and service gaps. 1.5. Identify product development opportunities and target markets, including opportunities for new and innovative approaches. 1.6. Evaluate distribution and marketing networks that support proposed tourism product, including the use of new technologies.
2. Analyse issues relevant to product establishment.	2.1. Identify and analyse product preferences and quality expectations of different consumer markets, including those with special needs. 2.2. Identify and assess external issues that impact on establishing a product. 2.3. Assess suitability of destinations for accessibility and availability of services for target markets. 2.4. Assess organisational capacity to provide proposed product and identify additional resources required. 2.5. Consider issues relating to product life cycle.
3. Determine profitable selling price.	3.1. Determine net delivery cost by identifying expenditure items. 3.2. Identify organisations involved in the product distribution network and the commission or mark up structures that would apply. 3.3. Incorporate distributor commissions or mark-ups, and determine required profit margin and mark-up for profit. 3.4. Make reasonable cost adjustments to ensure price-competitive product. 3.5. Estimate expected income and assess profitability and yield. 3.6. Clearly and accurately document pricing structures.
4. Establish the product.	4.1. Create and implement product development plan that incorporates strategies and actions for marketing, communications and implementation. 4.2. Communicate plan to relevant internal and external stakeholders. 4.3. Where appropriate, test new products and services in marketplace prior to full implementation.
5. Monitor and evaluate the success of the product.	5.1. Monitor product development initiatives based on feedback and other business factors. 5.2. Identify and action changes required in a timely manner and according to any contractual obligations. 5.3. Communicate changes to relevant colleagues, customers and

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex tourism research documents that relate to tourism trends, market statistics, information on market preferences and requirements.
Numeracy skills to:	• assess the profitability of various product options • complete complex budgetary costings • calculate different commission and mark-up structures.
Problem-solving skills to:	• make strategic responses to product development challenges.
Initiative and enterprise skills to:	• evaluate and develop strategic responses to complex marketing and business information.
Planning and organising skills to:	• coordinate implementation aspects of product development.
Technology skills to:	• work with current tourism management and marketing systems.

Unit Mapping Information

SITTPPD601 Develop tourism products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTPPD008 Develop tourism products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research, assess and develop a new product or service for a tourism operation, including:
  - analysing current industry, market and organisational information
  - gap analysis of current products or services
  - determining costs of delivery, distribution and commission structure and setting a profitable selling price for the new product or service
  - creating a product development plan
  - developing measures of success and return on investment for the new product or service.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- features and inclusions of a product development plan
- tourism industry structures, interrelationships and networks
- tourism industry information sources:
  - government bodies:
    - funding agencies
    - land management agencies
  - internet
  - local people
  - reports and research:
    - local, state, regional or national marketing plans
    - statistical data
  - public and private research bodies
  - tourism operators:
    - accommodation
    - destination marketing companies
    - tour operators

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    - inbound tour operators
    - tour wholesalers
  - tourism organisations and associations
  - training agencies
- distribution and marketing networks that support tourism products in the relevant context
- key stakeholders in local, regional, state and national tourism organisations and the structures of these organisations at each level
- current market trends, products and service styles that meet certain market requirements and quality expectations
- current tourism product base for the proposed destination and market to be serviced
- current and proposed products and services of competitors
- features of the destination at which the product will be delivered
- aspects of laws that impact on tourism operations and actions required of tourism operators:
  - consumer protection:
    - providing services as advertised
    - terms and conditions
    - refund requirements
    - cancellation fees
  - child sex tourism
  - legal liability insurance requirements and duty of care to customers
  - environmental protection:
    - licences
    - permits
    - accreditation
    - minimal impact practice
  - local community protection:
    - land ownership, management and access requirements
- factors impacting organisational capacity to provide proposed product:
  - destination factors:
    - capacity to sustain tourism
  - impacts of potential product diversification for the business
  - profitability issues
  - resource constraints
  - skills requirements
  - sustainability:
    - economic
    - environmental
    - current credentials
    - legislative, accreditation, permit requirements
    - minimal impact issues

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    - social and cultural
  - risk assessment and control requirements
- financial operating costs in tourism organisations; desired profit margins and achievement of high yield in order to determine an appropriate selling price
- expenditure items relevant to the development of tourism products:
  - capital costs and proportion attributed to the product
  - fixed costs
  - human resource costs
  - insurances
  - licensing and permit fees
  - marketing costs
  - operating costs attributed to operating the product
  - supply of component products and services
  - variable costs
- industry commission and mark-up procedures and rates appropriate in the relevant industry context.

Assessment Conditions

Skills must be demonstrated in a tourism business operation for which tourism products can be developed. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current information and communications technology
- current tourism industry data and information sources about tourism market trends.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTPPD009 Develop environmentally sustainable tourism operations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan strategically for environmentally sustainable operations. This is subject to a range of regulatory requirements that relate to environmental sustainability at land management agency and federal, state or territory, and local government level. It requires the ability to establish and operate a sustainable operation and to monitor its environmental impact.

The unit applies to those in the tourism industry with managerial responsibilities in strategic planning and product development. Planning may be for a whole region or local area or for a particular venue, organisation, event or product. The unit applies to any operation with a strong focus on environmental sustainability.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Planning and Product Development

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Plan for environmental sustainability.	1.1. Make environmental sustainability an integral part of product planning processes. 1.2. Conduct evaluations prior to any decision to establish operation. 1.3. Consult stakeholders and incorporate their views into planning process. 1.4. Investigate methods of managing impact. 1.5. Develop strategies that provide social and economic returns to communities. 1.6. Proactively seek opportunities for new, innovative and more sustainable approaches to conducting operations. 1.7. Develop strategies that balance environmental sustainability and economic viability.
2. Implement environmentally sustainable operations.	2.1. Establish and integrate best practice environmental standards to limit negative environmental impacts. 2.2. Evaluate and use technologies for environmental best practice. 2.3. Develop environmentally-friendly codes of practice for the operation and for customer use. 2.4. Conduct operations according to environmentally sustainable practices, guidelines and legal requirements. 2.5. Promote environmental awareness among stakeholders.
3. Evaluate environmental impact.	3.1. Monitor and assess environmental impacts as part of regular management reviews. 3.2. Monitor compliance with codes of practice and legislative requirements. 3.3. Initiate follow-up action based on assessment of environmental impact and compliance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret materials describing environmental regulatory requirements and codes of practice.
Writing skills to:	• develop plans, systems and procedures for tourism operations.

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Oral communication skills to:	• consult with diverse stakeholders on potentially divisive and nuanced issues.
Numeracy skills to:	• perform complex calculations to assess profitability considerations.
Problem-solving skills to:	• respond to complex internal and external management challenges.
Initiative and enterprise skills to:	• evaluate complex issues and information, and develop strategic responses.
Planning and organising skills to:	• coordinate interrelated planning and operational processes.

Unit Mapping Information

SITTPPD602 Develop environmentally sustainable tourism operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTPPD009 Develop environmentally sustainable tourism operations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a plan for a tourism operation that supports environmental sustainability and provides evidence of:
  - analysis of key environmental issues
  - consultation with key stakeholders
  - evaluation of proposed operation
  - development of strategies and operational approaches that maximise positive impacts
  - integration of current legislation, regulations and industry codes
- implement the above plan, complying with environmentally sustainable practices, guidelines and legal requirements
- monitor and evaluate the environmental impact of the above tourism operation through:
  - community consultation and involvement
  - internal and external education programs
  - implementing sustainable operational initiatives:
    - regularly reviewing optimal group sizes
    - scheduling for optimal weather conditions and seasons
    - selecting most appropriate equipment and transport modes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current research trends in the area of ecologically sustainable operations
- current and emerging issues and trends relevant to above operation and the environment
- global environmental issues, in particular a layperson’s understanding of the science associated with:
  - climate change
  - energy
  - land management
  - waste and consumption
  - water

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- relevance of particular environmental issues to the area or region of work and the specific features and vulnerabilities of the local environment
- methods of environmental evaluation:
  - environmental impact study (EIS)
  - evaluation of organisational capacity to comply with:
    - environmental and community protection laws
    - industry and ecotourism codes of practice
  - social sustainability
  - site studies
- consultation and communication mechanisms used by organisations in the product development process:
  - features
  - nature
  - objectives and outcomes
  - scope
  - time parameters
- strategic frameworks and operational systems and procedures that support environmentally sustainable operations:
  - customers
  - equipment and supplies
  - staff
- ways of balancing ecological sustainability and the economic viability of an operation
- potential negative environmental impacts:
  - disturbance of flora and fauna
  - introduction of exotic and feral species
  - physical damage
  - pollution
  - visual impacts
  - waste issues
- laws, regulations and land management requirements and guidelines:
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on operations in relevant areas.

Assessment Conditions

Skills must be demonstrated in a destination, location, organisation or event for which an environmentally sustainable operation can be established. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

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Assessment must ensure access to:

- current information about environmental practices:
  - legislation
  - guidelines
  - industry codes of practice
- current information and communications technology to support the research and planning process
- stakeholders with whom consultations can take place, these can be:
  - consumer representatives
  - host community
  - investors
  - government authorities
  - land management agencies
  - suppliers of environmentally-friendly products; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTPPD010 Develop culturally appropriate tourism operations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan strategically for culturally appropriate business operations. It requires the ability to establish and operate a culturally appropriate tourism operation and to monitor its impact on local communities.

The unit applies to those in the tourism industry with managerial responsibilities in strategic planning and product development. Planning may be for a whole region or local area or for a particular venue, organisation, event or product. The unit is particularly relevant to those organisations whose products involve substantial cultural content, the inclusion of visits to culturally sensitive sites, or a high level of interaction between people of different cultures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Planning and Product Development

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan for culturally	1.1.Identify cultural issues for consideration at commencement

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appropriate tourism operations.	of planning process. 1.2. Consult individuals and communities about potential cultural issues and incorporate views into planning process. 1.3. Analyse economic and social community impacts and develop responses that provide social and economic returns to the community. 1.4. Proactively seek opportunities for new, innovative and more sustainable approaches. 1.5. Develop strategies that balance cultural appropriateness and economic viability.
2. Implement culturally appropriate tourism operations.	2.1. Develop codes of practice and procedures that show respect for cultural values, avoid cultural stereotyping and take account of intellectual property issues. 2.2. Conduct operations according to codes of practice and encourage participation from host communities. 2.3. Educate colleagues about other cultures and societies during the development process. 2.4. Promote the need for culturally appropriate behaviour throughout the organisation and with customers.
3. Evaluate operations.	3.1. Monitor and assess operations to ensure culturally appropriate practices are maintained. 3.2. Conduct regular consultation with stakeholders to obtain feedback. 3.3. Deal with operational issues and consider changes to continuously improve organisational practices.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret wide ranging information from a variety of potentially unfamiliar sources • develop complex documents that include a strategic and tactical focus • prepare consultation information.
Oral communication skills to:	• manage consultation with the broad community and key community stakeholders • facilitate information sessions.
Numeracy skills to:	• research statistical data

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	• estimate financial impacts of different strategies.
Problem-solving skills to:	• work with different community views about tourism.
Initiative and enterprise skills to:	• evaluate complex market and business information and develop strategic responses.
Planning and organising skills to:	• coordinate planning processes that involve multiple stages and inputs.

Unit Mapping Information

SITTPPD603 Develop culturally appropriate tourism operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTPPD010 Develop culturally appropriate tourism operations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a plan for a tourism operation that supports cultural sustainability and provide evidence of:
  - analysis of key cultural issues, including as appropriate analysis of:
    - access restrictions
    - cultural differences in styles of negotiation and communication
    - culturally appropriate activities
    - traditional and contemporary values and customs
    - use of appropriate staff
    - use of cultural information
  - consultation with key stakeholders
  - development of strategies and operational approaches that maximise positive impacts
  - identification and integration of best practice approaches
- develop codes of practices and procedures for the above culturally appropriate tourism operation that detail:
  - consultation and communication protocols
  - evaluation mechanisms
  - guidance materials for:
    - appropriate staff and customer behaviour in given situations
    - language skill requirements
    - negotiating contracts in cross-cultural situations
    - use of culturally sensitive information
  - staff selection:
    - involving appropriate people in both product development and delivery
    - appropriate staff for different situations
- implement the above plan for a culturally appropriate tourism operation, encouraging participation from host communities
- evaluate success of the above operation and identify potential areas for improvement.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key stakeholders in local, regional, state or territory, and national tourism organisations and the structures of these organisations at each level
- key stakeholders in the area and their roles in the tourism planning process
- current and emerging cultural tourism issues and trends relevant to above operation
- potential community impacts:
  - negative impacts:
    - damage to culturally sensitive areas or sites
    - effect on social structures
    - trivialisation of culture
  - positive impacts:
    - cultural benefits
    - economic benefits to local community
    - employment opportunities
    - greater understanding between host and visitor cultures
    - improved local facilities
  - visitor education
- environmental, social, cultural and economic aspects of the area that impact planning, including:
  - current economic status and profile of tourism
  - community attitudes
  - features of environmentally or culturally sensitive areas
  - natural and man-made attractions
  - main industries, past and present
  - socio-economic factors
  - features of the area in relation to other areas, either nearby or with similar profiles
- current tourism operators and product base in the area, and opportunities to extend these
- distribution and marketing networks currently supporting the tourism product base, and opportunities to extend these
- market competitors and the main features of those areas and their tourism strategies
- strategic planning methodologies, key stages and content requirements
- community consultation approaches and, features, costs and benefits of:
  - media strategies
  - consultation formats
  - stakeholder engagement.

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Assessment Conditions

Skills must be demonstrated in a destination, location, organisation or event for which a culturally sustainable operation can be established. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current information about practices that support cultural sustainability
- current information and communications technology to support the research and planning process
- stakeholders relevant to the tourism operation and with whom consultations can take place; these can be:
  - host community
  - government authorities; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTTOP002 Provide outdoor catering

Modification History

Release	Comments
Release 2	Pre-requisite added: SITXFSA001 Use hygienic practices for food safety

Application

This unit describes the performance outcomes, skills and knowledge required to provide catering for tour participants in an outdoor environment. It requires the ability to plan menus and ensure that food is stored, prepared and served in a safe and hygienic manner.

The unit applies to tour operators who operate tours involving the provision of meals at temporary or semi-permanent sites, picnic areas and rest sites. Outdoor catering may be provided for a day tour or on tours that involve one or more overnight stays. Individuals working independently in the field undertake this role. This could include guides, camp site cooks or owner-operators of small organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

Competency Field

Tour Operations

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan outdoor menus.	1.1. Plan nutritionally-balanced menus from options available, taking account of touring and participant factors. 1.2. Identify special requests and ensure special meals can be offered for those with special dietary requirements. 1.3. Identify food safety hazards involved in storing, preparing and serving planned meals assess risks; and take action to eliminate or minimise them.
2. Store and maintain food and beverages.	2.1. Select and use appropriate storage equipment. 2.2. Store food and beverage items safely and hygienically. 2.3. Monitor quality of food and beverages during tour and make adjustments as required.
3. Prepare and serve meals.	3.1. Check, clean and set up food preparation equipment as required. 3.2. Treat water, if required, to ensure suitability for human consumption. 3.3. Prepare food using safe and hygienic food preparation techniques and a range of cooking methods. 3.4. Serve food according to safe hygiene practices.
4. Clear and clean catering equipment.	4.1. Clear, clean and break down equipment in a safe, hygienic and environmentally-sound manner. 4.2. Store remaining foodstuffs safely and hygienically. 4.3. Remove rubbish from site where disposal facilities are not available.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret touring and participant requirements, and cooking and storage instructions.
Numeracy skills to:	• calculate appropriate numbers of meals and proportions of ingredients.
Problem-solving skills to:	• monitor and respond to routine food storage and preparation problems.
Initiative and enterprise skills to:	• assess and respond to food safety requirements.

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Planning and organising skills to:	• coordinate the meal preparation process for groups of people.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTTOP002 Provide outdoor catering

Modification History

Release	Comments
Release 2	Pre-requisite added: SITXFSA001 Use hygienic practices for food safety

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely and hygienically prepare food for one day tour and one tour involving one or more overnight stays in each of the following outdoor environments:
  - temporary or semi-permanent site
  - picnic area or rest site
- use at least three of the following cooking techniques when providing above catering:
  - barbecuing
  - boiling
  - frying
  - grilling
  - roasting
- set up, operate and break down equipment for each of the above outdoor catering.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- general nutritional principles and features of a balanced diet in terms of the food options available for outdoor catering, the need for different food groups, and appropriate quantities
- touring and participant considerations:
  - availability of supplies
  - budget
  - climate
  - duration of trip
  - facilities and equipment available for cooking

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    - number of participants
    - catering for those with different dietary requirements:
        - belief-based diets
        - those with food preferences
        - those with food intolerances and allergies
- key features and operation of common outdoor catering equipment
- food preparation techniques commonly used in an outdoor environment
- preparation and cooking techniques commonly used in an outdoor environment as specified in the performance evidence
- hygiene and food safety issues and hazards that relate to outdoor catering and how to respond to:
    - potential for contaminated water
    - minimal or no facilities to properly wash perishable foodstuffs or cooking and storage equipment
    - lack of access to refrigeration or appropriate cooling facilities for perishable goods
    - cleanliness of preparation areas
    - personal hygiene
    - storage and cross contamination risks
- safety issues associated with outdoor catering equipment, and the use of fires and gas
- environmentally sound disposal methods for catering waste
- basic aspects of national, state or territory food safety laws, standards and codes, especially as they relate to off-site catering:
    - actions that must be adhered to by businesses
    - employee responsibility to participate in hygienic practices
    - role of local government regulators
    - ramifications of failure to observe food safety law and organisational policies and procedures
    - meaning of hazardous foods and major causes of contamination and cross-infection in foods used in the organisation
    - methods of food storage, production, display, service and disposal for food used by the organisation, especially appropriate temperature levels for each of these processes
    - environmental conditions for storage of main food types used in the organisation.

Assessment Conditions

Skills must be demonstrated in a tourism environment or activity where outdoor catering is provided. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

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- an outdoor environment
- appropriate outdoor catering equipment
- food and beverage supplies used for preparing and providing outdoor meals, that are:
  - canned
  - convenience
  - dehydrated
  - fresh
  - frozen
  - long-life
  - vacuum-packed
- storage equipment suitable for outdoor catering:
  - dry goods storage containers
  - ice boxes
  - refrigeration
- sufficient numbers of people to be catered for to reflect local industry needs and product profile.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXCOM002 Show social and cultural sensitivity

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity, and to address cross-cultural misunderstandings should they arise.

The unit applies to all tourism, travel, hospitality and event sectors. All personnel at all levels use this skill in the workplace during the course of their daily activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Communication and Teamwork

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate with customers and colleagues from diverse backgrounds.	1.1. Respect customers and colleagues from different social and cultural groups and treat them with respect and sensitivity. 1.2. Consider social and cultural differences in all

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	verbal and non-verbal communication. 1.3. Respond to others in a non-discriminatory way. 1.4. Make attempts to overcome language barriers. 1.5. Seek help with communication when necessary.
2. Address cross-cultural misunderstandings.	2.1. Identify social and cultural issues that may cause conflict or misunderstanding in the workplace. 2.2. Address difficulties and seek assistance from others when necessary. 2.3. Consider social and cultural differences when difficulties or misunderstandings occur. 2.4. Make efforts to resolve misunderstandings, taking account of social and cultural considerations. 2.5. Escalate problems and unresolved issues to appropriate supervisor or manager for follow-up.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• understand workplace anti-discrimination policies and plain English documents produced by government information agencies.
Oral communication skills to:	• discuss cross-cultural misunderstandings and difficulties with supervisors, managers and other team members and identify possible strategies to resolve them.

Unit Mapping Information

SITXCOM201 Show social and cultural sensitivity

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXCOM002 Show social and cultural sensitivity

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate in a non-discriminatory way with colleagues and customers from at least three different social and cultural groups:
  - demonstrating attempts to overcome language barriers
  - communicating in line with appropriate social and cultural conventions
  - demonstrating respect and sensitivity
- identify when assistance is required in the above communication, and seek help using the appropriate channels.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key principles of fairness and equity in relation to interaction with colleagues and customers
- key cultural and religious protocols of main social and cultural groups in Australian society, including Australian Indigenous people
- key cultural and religious protocols of main inbound tourist markets to Australia
- different types of disability and their implications for the workplace
- anti-discrimination policies for the industry and specific organisation
- basic aspects of state, territory and commonwealth laws covering anti-discrimination, including requirements to:
  - treat customers and colleagues fairly and equitably
  - not discriminate, show partiality or grant any special favours on the basis of social and cultural attributes
  - not threaten, humiliate or intimidate people because of their social or cultural attributes
- sources of assistance in communicating with colleagues and customers from diverse social and cultural groups:
  - government agencies
  - diplomatic services
  - disability advocacy groups

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    - educational institutions
    - interpreter services
    - local cultural organisations
- approaches to overcoming language barriers in the workplace:
    - communicating through the use of:
        - gestures
        - signs
        - simple words in English or the other person's language
    - giving simple directions
    - giving simple instructions.

Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where communication with socially diverse customers and colleagues takes place. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current organisational anti-discrimination policies
- plain English documents issued by government regulators that provide information on anti-discrimination laws
- customers and other colleagues from a diverse range of social and cultural groups with whom the individual can interact; these can be:
    - customers and colleagues in an industry workplace who are assisted by the individual during the assessment process; or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXEVT505 Manage on-site event operations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT017B Provide on-site event management services. New title. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage on-site operational activities for the staging of events. It requires the ability to finalise operational plans, oversee event set up, execution and break down and evaluate the operational success of events.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event coordinators and managers as well as venue duty, front of house and operations managers who operate independently, and are responsible for making a range of operational decisions. They may work in event management companies, in event venues, or in organisations which organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Finalise event preparations.	1.1 Check final arrangements for ***event*** and address any discrepancies or outstanding matters. 1.2 Analyse event requirements and develop ***plans and procedures*** for event staging. 1.3 Prepare and collate ***operational documentation*** to facilitate effective on-site management and distribute to ***relevant personnel***. 1.4 Develop and provide ***event briefings*** to relevant personnel in advance of the event. 1.5 Minimise use of printed materials and maximise electronic transmission of documents to reduce waste.
2. Oversee event set up.	2.1 Establish on-site contact with ***contractors*** and reconfirm all requirements. 2.2 Assess all aspects of event set up against prearranged service agreements and check for safety and ease of attendee access. 2.3 Identify any ***deficiencies and discrepancies*** and take prompt action to resolve. 2.4 Conduct final briefing on event operational details including ***communication and control mechanisms***.
3. Monitor event operation.	3.1 Monitor event operation through observation and communication with relevant personnel to ensure effective delivery of services. 3.2 Identify and quickly evaluate operational problems as they arise and take prompt action to resolve. 3.3 Monitor compliance with environmental and social sustainability procedures to ensure minimal impacts. 3.4 Liaise with client throughout event to ensure satisfaction with service delivery and make necessary adjustments.
4. Oversee event break down.	4.1 Ensure ***event break down*** is completed according to agreements.

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	4.2 Check and sign invoices according to contractor agreements. 4.3 Debrief relevant personnel to improve future event service delivery.
5. Evaluate operational success of event.	5.1 Obtain feedback from customers and seek input from personnel and contractors on event operations. 5.2 Reflect on and evaluate operational problems. 5.3 Provide recommendations for improvements to future event management practices.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - provide clear and accurate verbal briefings to event team and contractors about operational details of event staging
  - liaise with clients to ensure satisfaction with service delivery
  - provide precise instructions to event team members and contractors throughout the operation of the event
  - negotiate solutions and provide clear instructions when problems arise
- critical thinking skills to:
  - analyse event requirements and develop plans and procedures to facilitate effective event staging
  - quickly evaluate problems as they arise and determine solutions
  - evaluate feedback from clients and event personnel and use to benefit future events
- literacy skills to:
  - read and interpret complex event planning documentation
  - write complex and detailed, yet easily accessible, event operational documents
- numeracy skills to:
  - interpret event budgets and event service agreement costings to ascertain correct on-site supply of contracted services
  - work quickly and accurately with budget figures to calculate effect on event profitability when resolving on-site problems
- planning and organising skills to collate event staging documentation and finalise all operational aspects of event within designated deadlines
- problem-solving skills to:
  - identify operational problems as they arise, make quick evaluations and resolve all issues immediately
  - negotiate solutions with clients, internal and external personnel under pressure where time constraints play a key factor

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- self-management skills to take responsibility for the finalisation of event plans and on-site coordination of the delivery of the event
- teamwork skills to:
  - lead a team of event staging personnel and external contractors to effectively deliver events
  - consult with team members and take account of suggested solutions to on-site staging problems
- technology skills to use calculators, computers, software programs and printers for processing event documentation and two-way communication equipment for on-site management.

Required knowledge

- characteristics of different types of events; their purpose, format and running order
- roles and responsibilities and hierarchy of controls and reporting, for event staging, of:
  - corporate clients
  - internal event team members, venue personnel and external contractors
  - on-site event manager
- features and functions of a range of two-way communication equipment used to facilitate communication between event personnel
- techniques for managing stress and time during operation of events
- key features and functions of event staging products and services including:
  - catering
  - displays, stands and signage
  - exhibitor services
  - security
  - talent:
    - entertainers
    - speakers
  - technical equipment and services:
    - audio-visual
    - lighting
    - rigging
    - sets
    - sound
    - special effects
    - stage design
  - venue or site:
    - furniture
    - layouts
    - registration areas and equipment
    - styling

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- a range of styles for setting up venue rooms and their different purposes including:
  - banquet
  - classroom
  - conference
  - theatre
  - u shape
- a range of formats for, inclusions and uses of:
  - operational plans and procedures used to manage on-site event logistics
  - event documentation issued to operational personnel and contractors including, briefing papers, running sheets for delivery of event, registration reports and layout plan for venue or site
  - event service agreements
- key environmental and social impacts of event delivery and minimal impact procedures to reduce these including issues surrounding:
  - lifestyle of neighbouring residents
  - maintenance of natural and cultural integrity
  - recycling and disposal of all waste, especially hazardous substances
  - safety for crowds and the movement of large numbers of attendees
  - use of energy, water and other resources during event set up, operation and break down.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- manage on-site event operations for events involving:
  - comprehensive event plans
  - dedicated event budgets
  - formal communications plans
  - multiple operational components
  - an event operations team
  - a wide range of stakeholders
- efficiently manage on-site operations of multiple and diverse events including overseeing event set up, operation and break down

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- develop accurate and comprehensive plans, procedures and operational documentation for staging events
- integrate knowledge of:
  - purpose, format and running order for different types of events
  - key features and functions of event staging products and services
  - roles and responsibilities of different personnel in event staging
  - formats for and inclusions of event documentation
- manage on-site events in live time where commercially realistic time pressures and constraints play a key factor.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual events for which on-site event operations are managed. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- venues and sites where events are operated; these can be:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged
- customers with whom the individual can interact
- internal event team members, venue personnel and external contractors with whom the individual can interact
- computers, software programs and printers currently used by the events industry to prepare event documentation
- two-way communication equipment for on-site management
- comprehensive event plans
- dedicated event budgets
- industry current template documents:
  - documents used to manage on-site event logistics including plans, procedures briefing papers, running sheets event, registration reports and layout plans for venues or sites
  - event service agreements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual:

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- providing pre-event briefing to event personnel
- interacting with internal venue staff and external contractors to facilitate effective event delivery

- evaluation of the operational efficiency and service quality at an event site-managed by the individual
- evaluation of reports prepared by the individual on the on-site event management process, including the issues and challenges associated with delivering effective outcomes
- review of documents prepared by the individual:
  - operational plans and procedures used to manage on-site event logistics
  - briefing papers and running sheets for delivery of event
- case studies and problem-solving exercises to allow the individual to analyse and respond to different staging deficiencies and discrepancies
- written or oral questioning to assess knowledge of:
  - purpose, format and running order for different types of events
  - key features and functions of event staging products and services
  - roles and responsibilities of different personnel in the event staging process
  - formats for and inclusions of event documentation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- BSBWRT401A Write complex documents
- SITXCCS501 Manage quality customer service
- SITXMGT401 Monitor work operations
- SITXWHS301 Identify hazards, assess and control safety risks.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Event may include:

- business and corporate
- entertainment and leisure
- exhibitions, expositions and fairs
- festivals
- fundraising
- government and civic
- marketing
- meetings and conventions
- social
- sports.

Plans and procedures may be developed to manage:

- bump-in and bump-out of:
  - client displays and livery
  - exhibitor or sponsor stands
  - merchandising stands
  - on-site registration area
  - seating
  - tables
  - technical equipment and services
  - venue styling
- communication channels with and between:
  - clients
  - event operational team
  - exhibitors
  - organising committee
  - sponsors
  - suppliers
  - volunteers
- crowd control
- hazard identification and risk assessment
- minimal impacts on lifestyle of local residents
- on-site registrations
- record keeping and reporting
- recycling and correct and environmentally sound disposal practices for waste
- regulatory requirements
- roles and responsibilities of internal staff, contractors and volunteers
- reporting structures for resolution of problems
- risk to and control measures for:
  - attendees
  - contract staff

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- local community
- personnel
- site and environment
- volunteers

- security
- storage facilities for client and outside contractors
- use of energy, water and other resources during event set up, operation and break down
- transportation and timelines
- work health and safety.

Operational documentation may include:

- briefing papers
- contact numbers for:
  - contractors
  - emergency services
- copies of agreements with:
  - contractors
  - clients
- event program and scheduled time for activities
- event orders
- itemised lists of resources, suppliers and costs
- layout plan for venue or site
- plans and procedures
- registration reports:
  - attendance lists per session, site, venue or table
  - name lists
  - special requests
- running sheet for delivery of event
- service vouchers
- signage
- site maps
- staffing rosters.

Relevant personnel may include:

- clients
- contractors
- event operational team
- exhibitors
- internal personnel
- merchandisers
- organising committee
- sponsors
- suppliers
- venue coordinators or duty managers

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- volunteers.

Event briefings may:

- be:
  - face-to-face
  - in writing
  - on telephone
- involve clarification of:
  - access times for service personnel, client and attendees
  - client expectations
  - client role in event management
  - event program and scheduled time for activities
  - hierarchy of responsibility for instructions, controls and resolution of problems during event operation
  - procedures for event staging
  - regulatory compliance and roles and responsibilities of individual team members
  - roles and responsibilities of internal staff, contractors and volunteers
  - service expectations
  - staffing rosters.

Contractors may include:

- caterers
- display suppliers
- entertainers
- food and beverage personnel
- florists
- equipment hire companies
- registration and ticket sales specialist companies
- security personnel
- speakers and facilitators
- suppliers of technical equipment and services:
  - audio-visual
  - pyrotechnics
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling
- venue coordinators or duty managers.

Deficiencies and discrepancies may include:

- client dissatisfaction
- delays
- faulty or unavailable technical equipment

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- inadequate supplies
- incorrect set up of:
  - client displays and livery
  - exhibitor or sponsor stands
  - merchandising stands
  - on-site registration area
  - seating
  - tables
  - technical equipment and services
  - venue styling
- inappropriate space for on-site registration areas
- inappropriate management of risk to personnel, participants and the site environment
- lack of equipment to manage displays and signage
- non-arrival of key talent or speakers
- non-compliance with environmental and social sustainability practices
- non-compliance with legislative requirements and local council requirements
- shortage of or incorrect food and beverage
- staff shortages.

Communication and control mechanisms may include:

- guidelines on hierarchy of control and reporting lines during the event
- operational procedures
- regularity of updates to:
  - clients
  - event managers.

Event break down may involve:

- correct removal of infrastructure and facilities to ensure site is left in good condition
- debriefing participants, exhibitors and contractors
- directing event team member participation
- liaising with venue and site personnel
- overseeing recycling and environmentally sound disposal of waste
- packing and removing items.

Unit Sector(s)

Cross-Sector

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Competency Field

Events

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SITXEVT602 Develop event concepts

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but not equivalent to SITXEVT009A Develop event concepts. Re-written and based on BSBCRT501A Originate and develop concepts. Unit now more fully articulates the creative process of developing event concepts.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to explore and refine ideas for event concepts, and to progress those concepts to the point where they can be made operational.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors. Sometimes the concept development phase is undertaken in parallel with feasibility analysis or the event bidding process.

This unit applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions.

They may work in event management companies, in event venues, or in organisations that organise their own events.

The unit does not include the specialist concept development undertaken by experts such as writers, technical specialists or lighting, sound, exhibition, set or costume designers. Consultation with relevant experts, however, may be a key aspect of overall event concept development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate and explore needs and opportunities.	1.1 Research and evaluate existing ***information*** that informs new concept development. 1.2 Expand the potential of new ideas through ***exploration of opportunities beyond the obvious***. 1.3 Evaluate factors that impact event concept development. 1.4 Develop preliminary ideas on innovative and different ways to address needs and opportunities in consultation with relevant ***stakeholders***.
2. Develop a range of creative approaches.	2.1 Use ***creative thinking techniques*** to generate innovative and creative concepts. 2.2 Challenge, test and experiment with different concepts as part of a collaborative process. 2.3 Evaluate event concepts in terms of suitability for the target audience or purpose, feasibility and commercial potential. 2.4 Take account of regulatory, risk and sustainability considerations as concepts and ideas are developed. 2.5 Identify resources required to achieve desired outcomes. 2.6 Evaluate and select strategies for achieving desired outcomes. 2.7 Present proposed concepts in an appropriate format.
3. Refine concepts.	3.1 Ensure concept development process is open to ongoing refinement and testing. 3.2 Seek input and feedback on concepts from relevant stakeholders. 3.3 Seek specialist advice on creative and technical aspects of proposals as required.

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	3.4 Compare concepts with best practice examples of similar products, programs, processes or services. 3.5 Use ***creative and practical criteria*** to determine the advantages and disadvantages of different concepts. 3.6 Evaluate constraints on the realisation of concepts. 3.7 Refine proposals based on analysis and feedback.
4. Progress concepts to operational stage.	4.1 Verify the ***operational practicality and cohesiveness*** of the concept through consultation and analysis. 4.2 Develop ***implementation specifications*** from refined concepts. 4.3 Present specifications to relevant parties for approval, funding or approval. 4.4 Facilitate effective planning and implementation through timely provision of information on the concept relevant stakeholders. 4.5 Reflect on methodology used to generate concepts and ideas and note ways of improving this in the future.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and liaise on potentially complex concepts and planning issues
  - engage in a collaborative process of ideas generation and refinement
- critical thinking skills to analyse, develop and refine complex information and ideas
- initiative and enterprise skills to develop innovative ideas for events
- literacy skills to analyse complex information from varied sources
- planning and organisational skills to:
  - integrate practical considerations into the concept development process
  - create implementation specifications for concepts
- numeracy skills to estimate costs and develop broad budgetary scenarios
- problem-solving skills to develop and adjust ideas in response to varied creative, management and operational challenges.

Required knowledge

- techniques for exploring, generating and testing creative ideas, and for translating these ideas into workable concepts
- internal and external factors that affect event concept development:
  - market factors:

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    - competitive environment
    - potential levels of participation and interest
    - media interest
  - operational considerations:
    - access
    - climate
    - regulatory requirements
    - risk
  - resource availability, constraints and potential:
    - human
    - physical
    - financial
  - sustainability
- different creative, promotional, technical and operational options to consider when developing an event concept
- key stakeholders for different types of event.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • engage in a creative process of concept generation and refinement • develop multiple event concepts, substantiated and supported with sufficient information to allow for implementation to occur • integrate knowledge of event planning and operations opportunities and constraints.
Context of and specific resources for assessment	Assessment must ensure use of: • other people with whom the individual can interact and collaborate.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of event concepts generated by the

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individual, and of the processes used to generate and test the ideas
- debate and discussion with the individual to assess knowledge of the operational context and the broader factors that impact on event concept development
- evaluation of presentation or 'pitch' made by the individual in relation to a particular concept
- use of case studies to develop concepts for different types of events
- oral or written questioning to assess knowledge of the range of key market factors and management issues to be considered in the concept development phase
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT603 Determine event feasibility.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:

- creative brief
- event objectives:
  - business
  - creative
  - educational
  - profile creation
  - community impact
  - participation or attendance
- event parameters:
  - date, time and duration
  - size and scope
  - location
  - resourcing

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- market research
- organisational vision
- personal vision.

Exploration of opportunities beyond the obvious may involve:

- challenging existing assumptions and preconceptions
- considering change to the way things are done
- exploring practice in a different industry context
- investigating new technologies
- making connections between seemingly unrelated activities.

Stakeholders may include:

- clients
- colleagues
- creative professionals
- entertainers
- event principal
- local authorities
- local community
- organising committees
- staging contractors.

Creative thinking techniques may include:

- brainstorming:
  - bulletin board
  - buzz session
  - computer-aided
  - sequencing
  - stop and go
- Edward de Bono's six thinking hats
- ego alter or heroes
- graphic organisers:
  - concept fans
  - visual maps
  - webbing
- lateral thinking games
- making associations
- mind mapping
- morphological analysis
- sub-culture surfing
- trigger words
- use of metaphors and analogies
- vision circles
- word salads

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Creative and practical criteria may relate to:	• visualisation.
	• cost-effectiveness
	• competing priorities
	• 'fit' with:
	  • creative aspirations
	  • strategic directions of organisation
	  • target market needs
	• how innovative the concept is
	• risk benefit analysis
	• technical feasibility
	• time to realise the concept.

Operational practicality and cohesiveness may relate to:	• components of the event and how they fit together • managing risk • resource availability • scheduling • sustainability • time constraints • venue or site constraints.
Implementation specifications may include:	• briefs for work • concept specification • operational plan • resource breakdown • staging requirements.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT603 Determine event feasibility

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT007B Determine event feasibility. Minor changes to Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the viability of a proposed event, and to develop recommendations and models for its future planning and operation. It requires the ability to use advanced research, analytical and communication skills combined with a detailed knowledge of the event management process.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors. Event feasibility may be determined after or in parallel with the creation of the initial event concept.

This unit applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions.

They may work in event management companies, in event venues, or in organisations that organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse event context and rationale.	1.1 Confirm event rationale and objectives through consultation with ***key stakeholders*** and evaluation of ***event concept information***. 1.2 Determine the ***place of the proposed event*** in relation to other events and its economic, environmental and social sustainability. 1.3 Assess the marketability of the proposed event through research and consultation. 1.4 Evaluate ***internal and external factors*** that impact on the viability of the proposed event.
2. Assess resource requirements and opportunities.	2.1 Develop complete and realistic estimates of ***primary event costs*** based on breakdown of all event components. 2.2 Identify ***potential sources of revenue and other resources*** and develop realistic estimates. 2.3 Test and explore different resource scenarios with a range of possible event models.
3. Evaluate planning and operational requirements.	3.1 Analyse overall event ***planning and management requirements***. 3.2 Evaluate ***operational requirements for each event component***. 3.3 Identify ***compliance requirements*** and their impact on event management and operations. 3.4 Consider and develop opportunities to enhance sustainability.
4. Develop recommendations and models.	4.1 Develop positions and recommendations based on outcomes of analysis. 4.2 Develop planning, management and operational recommendations for the overall event and key event components. 4.3 Clearly articulate contingency planning requirements.

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4.4 Present accurate and complete income and expenditure estimates to inform future decision-making.

4.5 Offer different models and options, including clear details of benefits and risks of suggested models.

4.6 Present key stakeholders with feasibility outcomes in appropriate format.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult and liaise with stakeholders on strategic event management proposals and issues
- critical thinking skills to analyse complex information from varying sources and develop strategic positions and recommendations as a result of analysis
- initiative and enterprise skills to develop innovative models and recommendations for event management
- literacy skills to:
  - analyse complex event information
  - articulate complex arguments, scenarios and recommendations
- numeracy skills to estimate costs and develop different budgetary scenarios and models
- planning and organising skills to provide recommendations for cohesive event planning and management
- problem-solving skills to develop strategic positions and recommendations in response to complex event management and operational challenges.

Required knowledge

- features and formats or a wide range of event types
- internal and external factors that impact on event feasibility and affect its management and operation
- resource requirements for the overall staging of complex events, and for specific event components
- sources of potential revenue for different types of event
- sources of event industry references, and broader references that may inform emerging and innovative practice in event management and operations
- current and emerging event industry trends across all areas of planning, management and operations, including:
  - marketing trends
  - management models
  - opportunities offered by new technologies
  - sustainable event management

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- risk management considerations for event feasibility:
  - compliance
  - financial or commercial
  - operational
- options for the presentation of feasibility analysis results.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop and present a detailed feasibility analysis that includes substantiated positions and recommendations for at least one event concept that involves the need for:
	  • comprehensive event plans
	  • dedicated event budgets
	  • formal communications plans
	  • multiple operational components
	  • an event operations team
	  • a wide range of stakeholders
	• integrate knowledge of:
	  • current and emerging event industry trends across areas of planning, management and operations
	  • internal and external factors that impact on event feasibility
	  • resource requirements for the overall staging of events, and for specific event components.

Context of and specific resources for assessment	Assessment must ensure use of: • a real event concept on which to base the feasibility analysis. Event concepts may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge • event stakeholders with whom the individual interacts • current industry data and information sources to inform the

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feasibility analysis.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of feasibility studies prepared by the individual
- oral or written questioning to assess depth of individual's event industry knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT602 Develop event concepts
- SITXEVT604 Develop and implement event management plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Key stakeholders may include:

- community groups
- host organisation
- industry bodies
- organising committees
- potential sponsors.

Event concept information may relate to:

- dates and times
- duration
- format
- management structures
- objectives
- proposed location or venue.

Place of the proposed event may relate to:

- community values
- economic objectives
- other events:
  - competing and complementary events
  - similar formats
  - similar objectives

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	• philosophy of host organisation • previous events or past practice • supplementary events • wider industry directions.
Internal and external factors may include:	• competitor activity • industry context • management structures • organisation objectives • resource constraints • social, political or economic factors.
Primary event costs may include:	• catering • collateral materials • equipment • marketing costs • security • staffing requirements • transport • venue.
Potential sources of revenue and other resources may include:	• community organisations • general public • government funding • grants • industry bodies • participating organisations • sponsors.

Planning and management requirements may relate to:	• administration
	• marketing
	• management structures, roles and responsibilities
	• resources:
	  • financial
	  • human
	  • physical
	• sustainability
	• technology.

Operational requirements for each event component may relate to:	• minimal impact practices for the construction, maintenance and disposal of event staging
	• components paid and voluntary staff requirements
	• specialist assistance
	• staging requirements, including:
	  • catering
	  • equipment

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	• infrastructure • security • transport.
Compliance requirements may relate to:	• environmental sustainability • fundraising • insurance • licensing • safety.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXFIN601 Manage physical assets

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFIN007A Manage physical assets. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the physical assets of an organisation. It requires the ability to establish systems and practices for asset monitoring, maintenance and acquisition.

Application of the Unit

This unit applies to all tourism, hospitality and event sectors.

It applies to senior managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop practices for systematic maintenance, repair and purchase of physical assets.	1.1 Develop and maintain an accurate and current ***physical assets*** register. 1.2 Develop practices for managing physical assets that reflect overall ***business objectives***. 1.3 Establish and implement maintenance and repair regimes that minimise disruption and loss of revenue. 1.4 Integrate ***practices to support environmental sustainability*** into use of physical assets. 1.5 Evaluate current and potential financial ability to acquire physical assets.
2. Monitor the condition and performance of physical assets.	2.1 Establish and implement ***regular reporting practices*** to ensure the effective performance of physical assets. 2.2 Identify physical asset problems promptly and take appropriate action. 2.3 ***Assess*** long term physical asset performance. 2.4 Evaluate need for and access ***specialist assistance***.
3. Coordinate financing and purchase of physical assets.	3.1 Prepare accurate equipment ***specifications*** to guide the acquisition process. 3.2 Estimate acquisition costs based on evaluation of ***current, accurate and relevant data***. 3.3 Make decisions on the replacement and acquisition of physical assets. 3.4 Select ***methods of financing*** to meet current financial objectives. 3.5 Finance acquisitions in consultation with financial specialists. 3.6 Keep accurate records of all financial agreements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to discuss asset deficiencies with team members and to negotiate purchase and financial arrangements with suppliers
- critical thinking skills to evaluate current and future asset needs and financial ability to update physical assets
- initiative and enterprise skills to identify and analyse the utility of enhanced physical assets to improve business performance
- literacy skills to:
  - read and interpret complex product specifications and financial contracts
  - research new physical assets to enhance business performance
  - write detailed specifications for the supply of physical assets
- numeracy skills to analyse financial data and interpret estimates and financial agreements for physical asset acquisition
- planning and organising skills to manage maintenance and repair regimes and plan for the acquisition of assets
- problem-solving skills to identify physical asset problems and to resolve through maintenance or replacement
- self-management skills to take responsibility for the monitoring of physical asset quality, utility and acquisition
- teamwork skills to regularly discuss the condition and utility of physical assets with team members and take account of their feedback when making acquisitions.

Required knowledge

- types of physical assets required by tourism, hospitality and event organisations and the organisation in particular
- maintenance requirements for different types of physical assets
- a range of formats for and inclusions of asset registers
- features and benefits of different financing options for asset acquisition, including purchase, rent, lease and hire purchase
- depreciation that can be applied to different types of physical assets
- practices to support environmental sustainability using different types of physical assets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to	Evidence of the ability to: • plan for and manage the acquisition, maintenance and

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demonstrate competency in this unit	replacement of a diverse range of physical assets • monitor the utility of assets to meet business needs over a period of time • develop and maintain a current assets register • demonstrate knowledge of the features and benefits of different financing options for asset acquisition.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation for which physical assets are monitored and maintained • current commercial purchase specifications, supplier product and cost information and contractual documentation used for the purchase of assets • suppliers with whom the individual can interact and negotiate.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• projects, activities and case studies that allow assessment of the individual's ability to:
	  • manage physical assets for specific tourism, hospitality and event business environments
	  • develop and maintain a physical assets register
	  • evaluate the performance of physical assets and take actions to address deficiencies
	• written or oral questioning to assess knowledge of financing options
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITXFIN401 Interpret financial information • SITXFIN501 Prepare and monitor budgets • SITXMGT501 Establish and conduct business relationships.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Physical assets may include:

- buildings
- computer systems
- equipment fixtures, fittings and furniture contained within:
  - accommodation establishments
  - commercial kitchens
  - restaurants and bars
  - storage areas
  - tourism, hospitality and event offices
  - transportation depots
- gardens
- pools
- rides and games
- vehicles
- vessels.

Business objectives may include:

- profitability
- growth
- provision of quality products and services to customers
- adherence to:
  - codes of conduct
  - environmental sustainability philosophies and practices
  - industry accreditation schemes.

Practices to support environmental sustainability may include:

- effective use of consumables
- minimising waste
- regular maintenance to ensure efficiency of machinery
- systems to reduce resource use:
  - fuel
  - power
  - water.

Regular reporting practices may include a requirement for:

- formal and informal customer and staff feedback
- procedures to integrate day-to-day condition

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	reports
	• scheduled:
	  • internal or external inspections and audits
	  • management reports.

Assess may involve evaluation of:	• ability to meet business objectives • cost of maintenance over a period of time • customer and staff feedback • input from specialists • operational efficiency • safety.
Specialist assistance may involve:	• architects • builders • designers • electronic specialists • information technology suppliers • landscape architects • manufacturers • mechanics • tradespeople • vendors.

Specifications may include:	• budget parameters
	• environmental sustainability policies for the business
	• floor plans
	• numbers and types of required equipment fixtures, fittings and furniture
	• operational performance requirements:
	  • efficiency
	  • customer traffic
	  • staff usage
	• types of products and services offered by the business.

Current, accurate and relevant data used for estimating costs may include:	• current maintenance contracts • estimates and quotations from suppliers • previous contracts and costs • published or advertised prices.
Methods of financing may include:	• hire purchase • lease • purchase • rent.

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Unit Sector(s)

Cross-Sector

Competency Field

Finance

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SITXFSA001 Use hygienic practices for food safety

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.

The unit applies to all organisations with permanent or temporary kitchen premises or smaller food preparation or bar areas.

This includes restaurants, cafes, clubs, hotels, and bars; tour operators; attractions; function, event, exhibition and conference catering; educational institutions; aged care facilities; correctional centres; hospitals; defence forces; cafeterias, kiosks, canteens and fast food outlets; residential catering; in-flight and other transport catering.

It applies to food handlers who directly handle food or food contact surfaces such as cutlery, plates and bowls during the course of their daily work activities. This includes cooks, chefs, caterers, kitchen stewards, kitchen hands, bar, and food and beverage attendants, and sometimes room attendants and front office staff.

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards Code.

In some States and Territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support this unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

Pre-requisite Unit

Nil

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Competency Field

Food Safety

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow hygiene procedures and identify food hazards.	1.1. Follow organisational hygiene procedures. 1.2. Report unsafe practices that breach hygiene procedures promptly. 1.3. Identify food hazards that may affect the health and safety of customers, colleagues and self. 1.4. Remove or minimise the hygiene hazard and report as appropriate for follow-up.
2. Report any personal health issues.	2.1. Report personal health issues likely to cause a hygiene risk. 2.2. Report incidents of food contamination resulting from personal health issues. 2.3. Cease participation in food handling activities where own health issue may cause food contamination.
3. Prevent food contamination.	3.1. Maintain clean clothes, wear required personal protective clothing, and only use organisation-approved bandages and dressings. 3.2. Prevent food contamination from clothing and other items worn. 3.3. Prevent unnecessary direct contact with ready to eat food. 3.4. Ensure hygienic personal contact with food and food contact surfaces. 3.5. Use hygienic cleaning practices that prevent food-borne illnesses.
4. Prevent cross-contamination by washing hands.	4.1. Wash hands at appropriate times and follow hand washing procedures consistently. 4.2. Wash hands using appropriate facilities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• interpret organisational documents or diagrams relating to:
	  • organisational food safety programs
	  • hygiene and food safety procedures
	  • hazard analysis and critical control points (HACCP) practices.

Oral communication skills to:	• report hygiene hazards and non-compliant organisational practices accurately.

Unit Mapping Information

SITXFSA101 Use hygienic practices for food safety

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXFSA001 Use hygienic practices for food safety

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate use of safe food handling practices in food handling work functions in line with organisational hygiene procedures on at least three occasions
- demonstrate procedures to:
  - identify food hazards
  - report unsafe practices
  - report incidents of food contamination.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of commonwealth, state or territory food safety laws, standards and codes as follows:
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
  - employee and employer responsibility to participate in hygienic practices
  - reasons for food safety programs and what they must contain
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
- health issues likely to cause a hygiene risk relevant to food safety:
  - airborne diseases
  - food-borne diseases
  - infectious diseases
- hygiene actions that must be adhered to in order to avoid food-borne illnesses
- hand washing practices:
  - before commencing or recommencing work with food
  - immediately after:
    - handling raw food
    - smoking, coughing, sneezing or blowing the nose

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    - eating or drinking
    - touching the hair, scalp or any wound
    - using the toilet
- basic aspects of hazard analysis and critical control points (HACCP) method of controlling food safety
- specific industry sector and organisation:
    - major causes of food contamination and food-borne illnesses
    - sources and effects of microbiological contamination of food
    - workplace hygiene hazards when handling food and food contact surfaces
    - basic content of organisational food safety programs
    - contents of organisational hygiene and food safety procedures
    - hygienic work practices for individual job roles and responsibilities.

Assessment Conditions

Skills must be demonstrated in an operational food preparation area. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures:
    - work benches
    - refrigeration unit
    - sink
    - storage facilities
- small equipment:
    - assorted pots and pans
    - containers for hot and cold storage
    - crockery
    - cutlery
    - cutting boards
    - food handler gloves
    - glassware
    - knives
    - packaging materials
    - receptacles for presentation and display purposes
    - small utensils:
        - tongs
        - serving utensils
- appropriate facilities for handwashing:

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  - designated hand washing sink
  - antiseptic liquid soap
  - single use towels
  - warm running water
- food ingredients and ready to eat food items
- current plain English regulatory documents distributed by the commonwealth, state, territory or local government food safety authority
- Australia New Zealand Food Standards Code
- current commercial food safety programs, policies and procedures used for managing food safety.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXFSA002 Participate in safe food handling practices

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food. It requires the ability to follow predetermined procedures as outlined in a food safety program.

The unit applies to all organisations with permanent or temporary kitchen premises or smaller food preparation areas. This includes restaurants, cafes, clubs, and hotels; tour operators; attractions; function, event, exhibition and conference catering; educational institutions; aged care facilities; correctional centres; hospitals; defence forces; cafeterias, kiosks, canteens and fast food outlets; residential catering; in-flight and other transport catering.

Safe food handling practices are based on an organisation's individual food safety program. The program would normally be based on the hazard analysis and critical control points (HACCP) method, but this unit can apply to other food safety systems.

It applies to food handlers who directly handle food during the course of their daily work activities. This includes cooks, chefs, caterers, kitchen hands and food and beverage attendants.

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards Code.

In some States and Territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support this unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

Pre-requisite Unit

Nil

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Competency Field

Food Safety

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow food safety program.	1.1. Access and use relevant information from organisational food safety program. 1.2. Follow policies and procedures in food safety program. 1.3. Control food hazards at critical control points. 1.4. Complete food safety monitoring processes and complete documents as required. 1.5. Identify and report non-conforming practices. 1.6. Take corrective actions within scope of job responsibility for incidents where food hazards are not controlled.
2. Store food safely.	2.1. Select food storage conditions for specific food type. 2.2. Store food in environmental conditions that protect against contamination and maximise freshness, quality and appearance. 2.3. Store food at controlled temperatures and ensure that frozen items remain frozen during storage.
3. Prepare food safely.	3.1. Use cooling and heating processes that support microbiological safety of food. 3.2. Monitor food temperature during preparation using required temperature measuring device to achieve microbiological safety. 3.3. Ensure safety of food prepared, served and sold to customers.
4. Provide safe single use items.	4.1. Store, display and provide single use items so they are protected from damage and contamination. 4.2. Follow instructions for items intended for single use.
5. Maintain a clean environment.	5.1. Clean and sanitise equipment, surfaces and utensils. 5.2. Use appropriate containers and prevent accumulation of garbage and recycled matter. 5.3. Identify and report cleaning, sanitising and maintenance requirements. 5.4. Dispose of or report chipped, broken or cracked eating, drinking

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	or food handling utensils. 5.5. Take measures within scope of responsibility to ensure food handling areas are free from animals and pests and report incidents of animal or pest infestation.
6. Dispose of food safely.	6.1. Mark and separate from other foodstuffs any food identified for disposal until disposal is complete. 6.2. Dispose of food promptly to avoid cross-contamination.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• read and interpret food safety programs, policies, procedures and flow charts that identify critical control points.
Writing skills to:	• complete documentation for monitoring food safety.
Numeracy skills to:	• calibrate and use a temperature probe and calculate timings.
Planning and organising skills to:	• coordinate different food handling tasks to take account of food safety issues.

Unit Mapping Information

SITXFSA201 Participate in safe food handling practices

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXFSA002 Participate in safe food handling practices

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate use of safe food handling practices in food handling work functions on at least three occasions
- demonstrate the correct methods of controlling food hazards at each of the following critical control points:
  - receiving
  - storing
  - preparing
  - processing
  - displaying and/or serving
  - packaging
  - transporting
  - disposing.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of commonwealth, state or territory and local food safety compliance requirements as they impact workers at an operational level:
  - contents of national codes and standards that underpin regulatory requirements
  - reasons for food safety programs and what they must contain
  - local government food safety regulations and inspection regimes
  - consequences of failure to observe food safety policies and procedures
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
- hazard analysis and critical control points (HACCP) or other food safety system principles, procedures and processes as they apply to particular operations and different food types:

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    - critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the receiving, storing, preparing, processing, displaying, serving, packaging, transporting and disposing of food
    - main types of safety hazards and contamination
    - conditions for development of microbiological contamination
    - environmental conditions and, temperature controls, for storage
    - temperature danger zone and the two-hour and four-hour rule
- contents of organisational food safety program, especially procedures, associated requirements, and monitoring documents
- food safety monitoring techniques:
    - bacterial swabs and counts
    - checking and recording that food is stored in appropriate timeframes
    - chemical tests
    - monitoring and recording food temperatures using a temperature measuring device accurate to plus or minus one degree Celsius
    - monitoring and recording temperature of cold and hot storage equipment
    - visually examining food for quality review
- methods to ensure the safety of food served and sold to customers:
    - packaging control:
        - using packaging materials suited to foods
        - monitoring of packaging damage
    - protective barriers
    - temperature control
    - supervision of food displays
    - utensil control
    - providing separate serving utensils for each dish
- safe food handling practices for the following different food types:
    - dairy
    - dried goods
    - eggs
    - frozen goods
    - fruit and vegetables
    - meat and fish
- equipment operating procedures, especially how to calibrate, use and clean a temperature probe and how to identify faults
- choice and application of cleaning, sanitising and pest control equipment and materials
- cleaning, sanitising and maintenance requirements relevant to food preparation and storage:
    - cleaning:
        - dirt

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        - food waste
        - grease
        - pest waste removal
    - sanitising:
        - eating and drinking utensils
        - food contact surfaces
    - maintenance:
        - recalibrating measurement and temperature controls
        - minor faults
- high risk customer groups:
    - children or babies
    - pregnant women
    - aged persons
    - people with immune deficiencies or allergies
    - unwell persons.

Assessment Conditions

Skills must be demonstrated in an operational food preparation area. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures:
    - commercial grade work benches
    - refrigeration unit
    - sink
    - storage facilities
- small equipment:
    - assorted pots and pans
    - containers for hot and cold storage
    - crockery
    - cutting boards
    - food handler gloves
    - knives
    - packaging materials
    - receptacles for presentation and display purposes
    - small utensils:
        - tongs

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    - serving utensils
  - temperature monitoring device
- appropriate facilities for handwashing:
  - designated hand washing sink
  - antiseptic liquid soap
  - single use towels
  - warm running water
- food ingredients and ready to eat food items
- current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
- Australia New Zealand Food Standards Code
- current organisational food safety programs, policies and procedures used for managing food safety.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXFSA101 Use hygienic practices for food safety

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXOHS002A Follow workplace hygiene procedures. Updated and re-categorised to Food Safety.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.

Application of the Unit

This unit applies to all tourism, hospitality and catering organisations with permanent or temporary kitchen premises or smaller food preparation or bar areas.

This includes restaurants, cafes, clubs, hotels, bars, tour operators, attractions, function, event, exhibition and conference caterers, educational institutions, aged care facilities, correctional centres, hospitals, defence forces, cafeterias, kiosks, canteens, fast food outlets, residential caterers, in-flight and other transport caterers.

It applies to food handlers which can be any person who directly handles food or food contact surfaces food such as cutlery, plates and bowls. People at many levels use this skill in the workplace during the course of their daily activities, including cooks, chefs, caterers, kitchen stewards, kitchen hands, bar and food and beverage attendants and sometimes room attendants and front office staff.

Licensing/Regulatory Information

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code).

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In some states and territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Follow hygiene procedures and identify food hazards.	1.1 Follow organisational ***hygiene procedures***. 1.2 Promptly report ***unsafe practices*** that breach hygiene procedures. 1.3 Identify ***food hazards*** that may affect the health and safety of customers, colleagues and self. 1.4 Remove or minimise the hygiene hazard and report to appropriate person for follow up.
2. Report any personal health issues.	2.1 Report any personal ***health issues*** likely to cause a hygiene risk. 2.2 Report incidents of food contamination resulting from personal health issues. 2.3 Cease participation in food handling activities where a health issue may cause food contamination.
3. Prevent food contamination.	3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings. 3.2 Prevent food contamination from clothing and ***other items worn***. 3.3 Prevent unnecessary direct contact with ready to eat food. 3.4 Avoid ***unhygienic personal contact*** with food or ***food contact surfaces***.

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	3.5 Avoid ***unhygienic cleaning practices*** that may cause food-borne illnesses.
4. Prevent cross contamination by washing hands.	4.1 ***Wash hands at appropriate times*** and follow hand washing procedures consistently. 4.2 Wash hands using ***appropriate facilities***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to verbally report hygiene hazards and poor organisational practice
- literacy skills to comprehend workplace documents or diagrams that interpret the content of:
  - organisational food safety program
  - hygiene and food safety procedures
  - Hazard Analysis and Critical Control Points (HACCP) practices
- problem-solving skills to identify and report hygiene hazards.

Required knowledge

- basic aspects of national, state or territory food safety laws, standards and codes. This would include:
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Code
  - hygiene actions that must be adhered to by businesses to avoid food-borne illnesses
  - employee responsibility to participate in hygienic practices
  - reasons for food safety programs and what they must contain
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
- basic aspects of HACCP method of controlling food safety
- for the specific industry sector and organisation:
  - major causes of food contamination and food-borne illnesses
  - sources and effects of microbiological contamination of food
  - workplace hygiene hazards when handling food and food contact surfaces
  - basic content of organisational food safety program
  - the contents of hygiene and food safety procedures
  - hygienic work practices for individual job roles and responsibilities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- integrate the use of predetermined hygiene procedures and food safety practices within day-to-day food handling work functions
- integrate, into daily work activities, knowledge of the basic aspects of food safety standards and codes and the ramifications of disregarding this.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial food preparation area, bar or kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- food ingredients and ready to eat food items
- current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
- the Code
- current commercial food safety programs, policies and procedures used for the management of food safety.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate using hygienic work practices during an integrated assessment of operative functions, such as cleaning and tidying bars, cooking at a camp site, preparing meals in a commercial kitchen, storing unused foodstuffs
- use of problem-solving exercises so the individual can respond to a range of situations where food hazards exist
- written or oral questioning to assess knowledge of the content of hygiene procedures and food safety standards and codes
- review of portfolios of evidence and third-party workplace

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reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices
- SITXFSA202 Transport and store food
- any commercial cookery, commercial catering, patisserie, Asian cookery or food and beverage unit involving food preparation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hygiene procedures:

- may cover:
  - cleaning and sanitising practices to avoid contamination of food
  - food storage
  - handling and disposal of garbage
  - personal hygiene
  - regular hand washing
  - safe and hygienic handling of food and beverages
  - safe handling and disposal of linen and laundry
  - suitable dress and personal protective equipment and clothing
  - use of cleaning equipment, clothes and materials to avoid contamination of food
- may be:

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- covered by staff training programs
- documented in the organisational food safety program
- required by the national food safety code.

Unsafe practices may include:

- being asked to participate in unhygienic work practices
- food handling practices that may result in the contamination of food
- ignoring the direction of:
  - hygiene signage
  - supervisors
  - managers
- lack of:
  - required hygiene signage
  - training in hygiene procedures
- outdated practices not in keeping with current organisational procedures
- poor personal hygiene and cleaning practices that may result in cross-contamination of food and other items
- practices inconsistent with organisational food safety program
- seeing others using unhygienic work practices
- use of broken or malfunctioning equipment.

Food hazards may include:

- airborne dust
- colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
- contaminated food
- contaminated garbage
- dirty equipment and utensils
- equipment not working correctly, such as fridge and temperature probes
- items, such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions
- use of practices not in keeping with current organisational activities
- vermin.

Health issues may relate to:

- airborne diseases
- food borne diseases
- infectious diseases.

Other items worn may include:

- bandages
- hair accessories
- jewellery
- watches.

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Unhygienic personal contact may involve:	• transferring micro-organisms by:
	  • blowing nose
	  • coughing
	  • drinking
	  • eating
	  • scratching skin and hair
	  • sneezing
	  • spitting
	  • touching wounds
	• transmitting tobacco products by smoking.

Food contact surfaces may include:	• chopping boards • containers • cooking utensils • crockery • cutlery • glassware • pots and pans • sinks • workbenches.

Unhygienic cleaning practices may involve:	• cleaning food contact surfaces with linen, tea towels and towels that may be contaminated with human waste:
	  • blood
	  • body secretions
	  • faeces
	• using dirty:
	  • cleaning cloths
	  • tea towels
	• spreading bacteria from bathroom or bedroom areas to mini-bar or kitchen areas in an accommodation facility.

Wash hands at appropriate times might include:	• before commencing or recommencing work with food
	• immediately after:
	  • handling raw food
	  • smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any wound
	  • using the toilet.

Appropriate facilities for hand washing may include:	• designated hand washing sink • liquid soap • single use towels • warm running water.

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Unit Sector(s)

Cross-Sector

Competency Field

Food Safety

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SITXHRM003 Lead and manage people

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and manage people including in teams and support and encourage their commitment to the organisation. It requires the ability to lead by example and manage performance through effective leadership.

The unit applies to individuals who operate independently and are responsible for leading and motivating people and teams. This includes supervisors, operational and senior managers.

The unit applies to all tourism, travel, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Human Resource Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Model high standards of performance and	1.1.Act as a positive role model through individual performance.

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behaviour.	1.2.Show support for and commitment to organisational goals in day-to-day work performance. 1.3.Interact with team members in a positive and professional manner.
2. Develop team commitment and cooperation.	2.1.Develop and clearly communicate short, medium and long-term plans and objectives consistent with organisational goals in consultation with the team. 2.2.Communicate expectations, roles and responsibilities of team members to encourage them to take responsibility for own work. 2.3.Encourage teams and individuals to develop innovative approaches to work. 2.4.Identify and reward individual and team efforts and contributions. 2.5.Model and encourage open and supportive communication within the team. 2.6.Seek and share information from the wider business environment with the team. 2.7.Represent team interests in the wider environment. 2.8.Seek feedback from team members and implement changes within the bounds of organisational goals and policies.
3. Manage team performance.	3.1.Delegate tasks and responsibilities, identify barriers to delegation, and implement processes to overcome them. 3.2.Evaluate team member skills and provide opportunities for individual development. 3.3.Monitor team performance to ensure progress towards achievement of goals. 3.4.Provide mentoring and coaching to support team members. 3.5.Motivate individuals and teams to achieve optimum performance. 3.6.Provide recognition and rewards for team achievements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	• prepare and document clear and articulate team plans.
Oral communication	• overcome communication barriers in providing effective support and motivation to a team.

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skills to:

Planning and organising skills to:	• ensure activities and initiatives important to team development are integrated into own work planning.

Unit Mapping Information

SITXHRM402 Lead and manage people

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXHRM003 Lead and manage people

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- monitor individual or team performance demonstrating at least four of the following leadership and management roles:
  - decision making
  - delegation of tasks
  - information provision
  - provision of feedback
  - motivation through recognition and rewards
  - planning and organising
- seek and respond to feedback from team members during the above service periods, in line with organisational goals and policies in the following areas:
  - allocation or performance of work
  - effectiveness of communication within team, between other teams or within organisation
  - efficiency or deficiency in workplace practices.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- roles of and functions performed by supervisors and managers:
  - decision making
  - delegating tasks
  - monitoring staff
  - planning and organising
  - providing information:
    - organisation performance
    - changes in organisational policies
    - marketing information and targets
    - overall organisational objectives

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    - plans for new equipment
    - rationale for management decisions
    - technology updates
    - training developments
- expectations, roles and responsibilities of team members:
    - adhering to policies and procedures
    - cooperative and open communication
    - nature and scope of work
    - relationships with others in the workplace and interdependent areas of activity
    - reporting requirements
- considerations in the individual development of staff:
    - change in job responsibilities
    - external training and professional development
    - formal promotion
    - internal training and professional development
    - opportunity for greater autonomy or responsibility
- features of different leadership styles
- features of open and supportive communication
- characteristics of effective leadership
- principles of teamwork and:
    - characteristics of effective teams
    - roles and attributes of team members
    - organisation of teams
    - potential team problems
    - benefits of effective teamwork
- role and theories of motivation as they apply to the management of individuals and teams
- the role of group dynamics in successful team management
- forms of recognition and reward applicable to leading staff:
    - acknowledging individual good performance to the whole team
    - incentive initiatives
    - informal acknowledgement
    - presenting awards
    - written reports to management
- types of organisational plans and planning processes.

Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation or activity for which a team is managed. This can be:

- an industry workplace

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- a simulated industry environment.

Assessment must ensure access to:

- a team whose overall performance is the responsibility of the individual; this can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXMGT003 Manage projects

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop project plans, implement project activities, monitor progress to ensure objectives are achieved, and evaluate all aspects of projects.

The unit applies to all tourism, travel, hospitality and event sectors and the project could relate to event planning and execution, product development, research or initiatives such as the introduction of new workplace systems or technologies.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of operational business and project management decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management and Leadership

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Define project scope.	1.1. Identify project objectives, budget, scope of activities and deliverables. 1.2. Clarify relationship of project to others and to overall organisational objectives. 1.3. Identify stakeholders and their requirements for consultation and involvement in project activities. 1.4. Confirm administrative structure for project management, individual responsibility and reporting hierarchy. 1.5. Determine required resources for the project.
2. Develop project plan.	2.1. Consult with stakeholders to facilitate input and to achieve approval for project plan. 2.2. Determine risk, and regulatory and sustainability issues and incorporate them into plan. 2.3. Integrate quality, financial, human and physical resource specifications for project activities. 2.4. Develop and integrate project evaluation methods. 2.5. Plan internal and external communications, public relations and marketing approaches. 2.6. Document integrated project management plan. 2.7. Communicate plan and roles and responsibilities to all involved.
3. Administer and monitor project.	3.1. Implement project activities according to plan and in conjunction with stakeholders and project team members, providing support and assistance as required. 3.2. Implement financial and quality control systems according to project plan. 3.3. Monitor progress to ensure objectives, deliverables, timelines, cost and quality of project are achieved. 3.4. Identify deviations from plan, assess and take action to realign project activities to meet objectives. 3.5. Determine and act on the need for project variations, including additional project resources. 3.6. Provide progress and final reports according to project requirements. 3.7. Complete project within agreed timelines.
4. Evaluate project.	4.1. Assess project effectiveness at specified stages, using agreed evaluation methods. 4.2. Evaluate completed project for administrative efficiency, quality and achievement of objectives. 4.3. Report outcomes to stakeholders and use information to enhance future project planning and management activities.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret potentially complex reports, comparing project outcomes against planned deliverables.
Writing skills to:	• write quantitative and qualitative evaluation criteria.
Numeracy skills to:	• interpret project budgets for diverse components • develop resource specifications within budgetary parameters.
Problem-solving skills to:	• evaluate and respond to complex, interrelated and potentially conflicting factors within project management activities.
Planning and organising skills to:	• manage interrelated aspects of a complex project and project timelines.
Technology skills to:	• use computers, word processing and software packages for project management.

Unit Mapping Information

SITXMGT502 Manage projects

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXMGT003 Manage projects

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a plan for a project, addressing one or more of the following objectives:
  - community or industry development
  - economic or social benefits
  - education or training
  - profit
  - research
- administer and monitor the following components of the above project:
  - dedicated project budget and financial control system
  - administrative components involving individual responsibility and reporting hierarchy for at least two of the following:
    - advisory or reference group
    - consultants, contractors and suppliers
    - organisational management
    - project management committee
    - secretariat
  - progress against project objectives
  - quality control system
  - risk, regulatory and sustainability issues
- lead a project team and liaise with a wide range of stakeholders during the planning and implementation phases of the above project, providing at least two of the following forms of support and assistance as appropriate:
  - additional resources
  - formal training opportunities
  - informal coaching and feedback
  - moderation and joint planning sessions
  - regular meetings and briefings
  - representing team interests in wider forums
- demonstrate sound administrative processes when planning and implementing the above project within required timeframes.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- project management processes and the project life cycle:
  - planning and requirements of project plans:
    - objectives
    - deliverables, scheduling and milestones
    - allocation of roles and responsibilities
  - documentation and role of technology
  - monitoring and control systems
  - evaluation criteria, both quantitative and qualitative and methods for measuring the success of project objective
- project management plan inclusions:
  - budget
  - consultation strategies
  - internal and external communication processes and channels
  - key milestones
  - marketing strategies
  - objectives and outcomes
  - personnel
  - priorities and key milestones
  - quality assurance process
  - reporting requirements
  - responsibilities of project personnel and stakeholders
  - risk management and contingency plans
  - safety initiatives
  - selection or tendering process
  - sponsors
  - stages
  - sustainability considerations
  - timeframes
- industry sector and organisation:
  - role of various project management personnel and stakeholders in the management of projects
  - reporting hierarchy
  - administrative structure:
    - advisory and reference groups
    - consultants
    - consultative groups
    - contractors and suppliers

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    - internal or external project manager
    - management
    - management committee
    - secretariat
  - risk, regulatory and sustainability issues for project management, particularly those related to:
    - financial management
    - human resource management
    - physical resource management
- potential stakeholders in a project:
  - community agencies
  - customer or client
  - funding bodies
  - government departments or statutory authorities
  - host organisation
  - industry associations
  - internal personnel
  - management
  - management committee
  - media
  - regulatory authorities
  - sponsors.

Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation or activity for which projects are managed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- projects to be managed by the individual
- information and communications technology currently used to manage projects
- physical and financial resources to support the project
- a project team for whom the individual is a leader
- project stakeholders with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to contribute to the assessment process.

It applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role, and for whom collecting the evidence for assessment is an adjunct to principal work responsibilities. The unit applies to those involved in collecting evidence for assessment against units of competency or accredited courses.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm the purpose of the assessment with relevant people 1.2 Discuss and confirm benchmarks for assessment with the qualified assessor 1.3 Access, read and clarify assessment plan with the qualified assessor 1.4 Discuss and agree with the qualified assessor specific responsibilities in gathering evidence, and the types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant assessment system policies and procedures, organisational, legal and ethical requirements, and other relevant advice on assessment 2.2 Clarify the nominated assessment tools and methods for collecting evidence with the qualified assessor, to ensure that the procedures to be followed, and the instruments to be used are clear 2.3 Discuss and confirm with the relevant people the assessment context, including the candidate's characteristics and any need for reasonable adjustments 2.4 Confirm and arrange resource requirements in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	3.1 Explain the assessment process to the candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to the qualified assessor, prior to undertaking assessment activities 3.2 Use assessment instruments to gather quality evidence within the available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to the assessment system's policies and procedures 4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment, and whether the evidence collected meets the rules of evidence 4.3 Document areas for improvement in collecting evidence for future assessment activities

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.2	• Seeks feedback to build knowledge to improve process and professional practice
Reading	1.3, 2.1, 2.2, 2.4, 3.2	• Sources and interprets procedural, and compliance information
Writing	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 4.1, 4.3	• Completes workplace documentation accurately using the appropriate language
Oral Communication	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1	• Communicates information and process requirements clearly, based on techniques appropriate to the audience and environment • Uses appropriate speaking and listening techniques to obtain specific information, and to support the assessment process
Navigate the world of work	2.1, 2.2, 3.2, 4.1	• Accesses, confirms and takes responsibility for adherence to policies, procedures, and legal and ethical requirements
Interact with others	4.2	• Asks questions to clarify understanding, and seeks feedback and further information
Get the work done	3.1, 4.1	• Organises work according to defined requirements, taking some responsibility for decisions regarding the format of information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS301 Contribute to assessment	TAEASS301B Contribute to assessment	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- clarifying the role to be taken during the assessment
- clarifying the assessment plan with the qualified assessor, including agreement about:
  - what evidence will be collected
  - how the evidence will be collected
- carrying out a minimum of three evidence-gathering activities and, on each occasion:
  - document evidence in a clear and concise manner
  - document feedback from others involved in the assessment

reporting findings to the qualified assessor, including an explanation of how the assessment meets the rules of evidence on each of the three occasions.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency-based assessment
- the principles of assessment
- the rules of evidence
- the different purposes of assessment
- the diversity of assessment contexts
- different types of evidence
- evidence-gathering methods
- the purpose and features of assessment tools, and assessment plans

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- potential barriers and processes relating to evidence-gathering procedures, and assessment processes
- the organisational policies and procedures relevant to this unit of competency.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to qualified assessors for consultation.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEASS401 Plan assessment activities and processes

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

It applies to individuals with assessment planning responsibilities.

In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine the assessment approach	1.1 Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal,

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ELEMENT	PERFORMANCE CRITERIA
	organisational and ethical requirements 1.2 Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements
2. Prepare the assessment plan	2.1 Analyse units of competency and assessment requirements to identify evidence needed to demonstrate competence, according to the rules of evidence 2.2 Select assessment methods and instruments to support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Develop the assessment plan and gain approval from relevant stakeholders
3. Identify modification and contextualisation requirements	3.1 Use information from the candidate and, where relevant, the candidate's workplace to identify contextualisation needs 3.2 Check advice provided by the training package or course developer relevant to identified contextualisation needs 3.3 Analyse existing assessment tools and record amendments required to address identified contextualisation needs 3.4 Determine opportunities for integrated assessment activities and record any changes required to assessment tools
4. Develop the assessment instruments	4.1 Analyse available assessment instruments for their suitability for use, and identify any required modifications 4.2 Develop assessment instruments to meet the required standard and specific workplace/candidate needs 4.3 Map assessment instruments against the unit or course requirements 4.4 Write clear instructions for the candidate and assessor regarding the use of assessment instruments 4.5 Check and confirm that draft assessment instruments meet required standards and specific workplace/candidate needs and record outcomes of checks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	• Identifies and confirms legal, organisational and ethical requirements • Selects and analyses assessment-related documents
Writing	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	• Documents the assessment plan • Develops assessment instruments, including instructions and mapping • Records outcomes of draft assessment checks
Oral Communication	1.1, 2.3, 3.1	• Participates in exchanges about assessment processes and the trialling of instruments appropriate to the audience
Navigate the world of work	1.1	• Identifies, confirms and takes responsibility for adherence to policies, procedures, legal, and ethical requirements
Interact with others	1.1, 2.3, 3.1	• Collaborates with others as part of routine activities, and to confirm understanding
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.5	• Plans a range of routine processes and related tasks with logically sequenced steps, according to defined standards or parameters • Uses formal decision-making processes, identifying information and evaluating several choices against a limited set of criteria • Evaluates effectiveness of planning and design decisions in terms of how well they meet requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS401 Plan assessment activities and processes	TAEASS401B Plan assessment activities and processes	Updated to meet Standards for Training Packages. Addition of new element.	No equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEASS401 Plan assessment activities and processes

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- planning and organising the assessment process on a minimum of five separate occasions
- planning and organising two Recognition of Prior Learning (RPL) assessments (which may be two of the five assessment processes above.)

The evidence requirements for each occasion must include:

- a documented assessment plan
- a different endorsed or accredited unit of competency (or clusters of units of competency) for each of the five occasions
- contextualisation of the unit(s) of competency and the selected assessment tools, where required
- incorporation of reasonable adjustment strategies
- development of suitable assessment instruments for each of the five occasions

following organisational arrangements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- obligations of an assessor under applicable legislation and/or standards

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- the major features of a unit of competency, and how they are to be addressed in assessment activities and processes
- interpreting competency standards as the minimum standard for assessment
- guidelines for contextualising units of competency
- different purposes of assessment and different assessment contexts, including RPL
- the purpose and features of evidence, and different types of evidence, used in competency-based assessments, including RPL
- the principles of assessment, and how they guide the assessment process
- the rules of evidence and how they guide the assessment process
- different assessment methods, including their suitability for collecting various types of evidence
- the components of assessment tools

different types of assessment instruments and their purpose and relevance for specific evidence-gathering opportunities.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and which are typical of those experienced in the training and assessment environment. This includes access to the units of competency used in assessment planning activities.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEASS402 Assess competence

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to implement an assessment plan, and gather quality evidence to assess the competence of a candidate using compliant assessment tools.

It applies to teachers, trainers and assessors in enterprises and registered training organisations (RTOs) and those providing assessment advisory services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the assessment	1.1 Interpret assessment planning documentation and applicable organisational, legal and ethical requirements for conducting the assessment and confirm with the relevant people 1.2 Access and interpret units of competency that are to be used as

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ELEMENT	PERFORMANCE CRITERIA
	benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected 1.3 Determine opportunities for integrated assessment activities and document any changes to the assessment instruments, where required 1.4 Determine opportunities for evidence-gathering in actual or simulated activities, through consultation with the candidate and relevant personnel 1.5 Conduct a candidate briefing and explain, discuss and agree on the details of the planned assessment 1.6 Arrange identified material and physical resource requirements 1.7 Identify any specialist support requirements for the assessment, and organise if necessary
2. Gather quality evidence	2.1 Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence
3. Support the candidate	3.1 Discuss and guide candidates in gathering their own evidence to support the recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback 3.3 Make decisions on reasonable adjustments with the candidate, based on the candidate's needs and characteristics 3.4 Access specialist support, if required, in accordance with the assessment plan 3.5 Address any workplace health and safety (WHS) risk to a person or equipment immediately
4. Make the assessment decision	4.1 Assess the collected evidence, and to evaluate whether it reflects the evidence required to demonstrate competence 4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3 Make the assessment decision in line with agreed assessment procedures and according to the agreed assessment plan 4.4 Provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document

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ELEMENT	PERFORMANCE CRITERIA
	follow-up, if required
5. Record and report the assessment decision	5.1 Record assessment outcomes promptly and accurately 5.2 Complete and submit required assessment documentation, according to assessment procedures and confidentiality conventions 5.3 Inform other relevant parties of the assessment decision, according to confidentiality conventions
6. Review the assessment process	6.1 Review the assessment process in consultation with candidates and other relevant people to improve future practice 6.2 Document and record the review according to relevant assessment system policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 4.1	• Accesses and interprets procedural and compliance documentation relevant to the assessment process • Examines and evaluates assessment evidence
Writing	1.1, 1.3, 1.5, 2.1, 3.1, 5.1, 5.2, 5.3, 6.2	• Completes workplace documentation accurately using appropriate language and following organisational requirements
Oral Communication	1.1, 1.4, 1.5, 3.1, 3.4, 4.4, 5.3, 6.1	• Communicates information and assessment process requirements clearly, using techniques appropriate to the audience and environment • Interacts appropriately with candidates to build rapport and understanding, and obtain specific information to support the assessment process
Navigate the world of work	1.1, 3.5, 5.3	• Identifies, confirms and takes responsibility for adherence to legal and ethical requirements • Recognises, and follows, explicit and implicit protocols and meets expectations associated with own role

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Interact with others	1.1, 1.4, 1.5, 3.1, 3.2, 3.4, 5.3, 6.1	• Adjusts personal communication style in recognition of the values and experiences of others to build rapport • Cooperates and collaborates with others and contributes to activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.1, 6.2	• Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria • Organises work according to specific requirements taking some responsibility for decisions regarding the format of information • With guidance, reviews the effectiveness of solutions in relation to the set goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
TAEASS402 Assess competence	TAEASS402B Assess competence	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEASS402 Assess competence

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- assessment of at least five candidates within the vocational education and training (VET) context against at least one endorsed or accredited unit of competency according to the organisation's assessment processes and practices.
- using recognition of prior learning (RPL) processes in the assessment of at least one candidate (which may be one of the five candidates above)
- making reasonable adjustments in the assessment of at least one candidate.

The assessments must be undertaken under the supervision of a qualified assessor and cover an entire unit of competency for each candidate, including:

- the application of different assessment methods and instruments involving a range of activities and events
- using two-way communication and feedback with the candidate
- exercising judgement in making the assessment decision
- recording and reporting assessment outcomes in accordance with the assessment system and organisational, legal and ethical requirements

reviewing the assessment process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- competency-based assessment, including:
  - VET as a competency-based system
  - how competency based assessment differs from other types of assessment
  - competency standards as the basis of qualifications
  - structure and application of competency standards
  - the principles of assessment and how they are applied
  - the distinction between assessment tools and assessment instruments
  - the rules of evidence and how they are applied
  - the range of assessment purposes and assessment contexts, including RPL
  - different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs
  - reasonable adjustments and when they are applicable
  - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
  - the training and assessment strategies, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations in assessment activities
- current legislative requirements relevant to the assessor and the assessment process
- workplace health and safety (WHS) responsibilities associated with assessing competence, including:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for the use of relevant personal protective equipment
  - the safe use and maintenance of relevant equipment
  - sources of WHS information.

Assessment Conditions

Gather evidence to demonstrate consistent performance in a real assessment environment. The assessment environment must include access to assessment tools and recording materials.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEASS403 Participate in assessment validation

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor updates to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0*

Application

This unit describes the skills and knowledge required to participate in an assessment validation process.

It applies to assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for validation	1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures 1.2 Arrange materials for validation activities

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Check all documents used in the validation process for accuracy and version control 1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence
2. Participate in the validation of assessment tools	2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes 2.2 Apply principles of assessment and rules of evidence during validation sessions and activities 2.3 Check that context and conditions of assessment include clear instructions for assessor and candidate and relate directly to the assessment conditions of the relevant unit 2.4 Check that tasks to be administered to the candidate include clear and concise instructions and an outline of evidence requirements 2.5 Check that assessment decision-making rules and benchmarks, are clear and enable consistent outcomes 2.6 Check that recording mechanisms are clear and allow for sufficient information to be recorded 2.7 Review and use assessment maps to assist in determining validity of assessment instruments
3. Contribute to validation outcomes	3.1 Discuss validation findings to support improvements in the quality of assessment in a collective environment 3.2 Discuss, agree and record recommendations to improve assessment practice

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7	• Analyses and interprets relevant policies and procedures, benchmarks and validation materials
Writing	1.1, 3.2	• Records key information from the validation process accurately to meet requirements
Oral Communication	1.1, 1.4, 2.1, 2.2, 3.1, 3.2	• Communicates with others to confirm approaches, exchange ideas and information, articulate opinions, and reach agreement with others, using suitable tone, style and language
Navigate the world of work	1.1	• Identifies, confirms and takes responsibility for adherence to policies and procedures
Interact with others	1.1, 2.1, 2.2, 3.1, 3.2	• Collaborates with others and contributes to activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2	• Organises and prioritises work commitments with a sense of what is achievable within the timeframe • Uses analytical processes in non-routine situations gathering information, and identifying and evaluating options against agreed criteria

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS403 Participate in assessment validation	TAEASS403B Participate in assessment validation	Updated to meet Standards for Training Packages. Revised performance criteria.	No equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEASS403 Participate in assessment validation

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Updates to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- actively participating in a minimum of three validation sessions that address the critical aspects of validation
- clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
- collating and presenting documentation for each validation in a logical manner
- communicating and liaising with relevant people
- providing feedback and interpreting documentation in validation sessions
- recording their contribution to validation findings.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- how principles of assessment are addressed in validation

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- how rules of evidence are addressed in validation
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to:

- the texts and tasks usually found in the workplace
- units of competency and other materials used in validation sessions.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEASS502 Design and develop assessment tools

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to design and to develop assessment tools used to guide the collection of quality evidence, including their application in formative, summative and recognition of prior learning (RPL) assessment.

It applies to experienced practitioners responsible for the development and/or delivery of training and assessment products and services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine the focus of the assessment tool	1.1 Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used 1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines 1.4 Identify other related documentation to inform assessment tool development
2. Design the assessment tool	2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place, and meeting the principles of assessment 2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods 2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence 2.4 Consider how the assessment instruments will be administered
3. Develop the assessment tool	3.1 Develop specific assessment instruments that support the collection of evidence that meets the rules of evidence 3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of assessment instruments 3.3 Consider the requirements of assessment system policies and procedures, and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process
4. Review and trial the assessment tool	4.1 Check draft assessment tools against evaluation criteria and amend as required 4.2 Trial assessment tools to validate content and applicability 4.3 Collect and document feedback from relevant people involved in trialling 4.4 Make amendments to the final tool based on the analysis of feedback 4.5 Appropriately format, and file, finalised assessment tool according to assessment system policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 3.3, 4.1, 4.3	• Accesses, and interprets, procedural and compliance information, and assessment documentation
Writing	3.1, 3.2, 4.1, 4.3, 4.4, 4.5	• Prepares assessment tools and documentation that incorporates language and format appropriate to the audience • Amends tools in response to feedback
Oral Communication	2.2, 4.2, 4.3	• Participates in communication in order to clarify the purpose and requirements of assessment tools, and to trial assessments
Navigate the world of work	1.3, 3.3, 4.5	• Recognises, and follows, explicit and implicit protocols, policies and procedures, and meets expectations associated with own role • Identifies, confirms and takes responsibility for adherence to organisational, legal and ethical requirements
Interact with others	4.3	• Actively seeks to clarify the perspectives and experiences of others as part of the work role
Get the work done	1.1-1.4, 2.1-2.4, 3.1-3.3 4.1-4.4	• Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria • Organises work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Seeks new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS502 Design and	TAEASS502B Design and	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
develop assessment tools	develop assessment tools	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEASS502 Design and develop assessment tools

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must:
- include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and related instructions to the assessor/s and candidates
- show how the contextual needs of different environments are addressed

reporting on the trial and review of each assessment tool, including proposed changes.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the principles of assessment and how they are applied when developing assessment tools
- the rules of evidence and how they have been incorporated in the tools developed
- different assessment contexts and their relationship to developing assessment tools
- the dimensions of competency and how they are incorporated in the development of assessment tools
- the contextualisation of units of competency and contextualisation guidelines
- the components of training packages relevant to the development of assessment tools
- different assessment methods, their purposes and uses
- evaluation methods appropriate to the trial and review of assessment tools
- the principles of reasonable adjustment

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- workplace health and safety (WHS) responsibilities associated with assessing competence, including:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for the use of relevant personal protective equipment
  - sources of WHS information.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to relevant organisational policies and procedures in relation to the assessment system.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment.

It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations,

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs 1.2 Confirm a safe learning environment 1.3 Gather and check instruction, demonstration objectives, and seek assistance if required 1.4 Access and review relevant learning resources and learning

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ELEMENT	PERFORMANCE CRITERIA
	materials for suitability and relevance, and seek assistance to interpret the contextual application 1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2 Follow the learning program and/or delivery plan to cover all learning objectives 2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training 2.4 Use delivery techniques to structure, pace and enhance learning 2.5 Apply coaching techniques to assist learning 2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills 2.7 Provide opportunities for practice during instruction and through work activities 2.8 Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1 Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge 3.2 Monitor learner progress and outcomes in consultation with the learner 3.3 Review relationship between the trainer/coach and the learner, and adjust to suit learner needs
4. Review personal training performance	4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2 Maintain, store and secure learner records, according to organisational and legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	4.1	• Reflects on practice to improve
Reading	1.1, 1.3, 1.4, 2.2	• Sources and interprets processes and procedures, learning resources and information relevant to providing a work instruction and delivery
Writing	1.4, 1.6, 2.3, 2.6, 2.8, 3.2, 4.1, 4.2	• Accurately maintains learner records and documentation appropriate to the learning context and audience
Oral Communication	1.1, 1.6, 2.3, 2.4, 2.6	• Uses appropriate communication strategies to engage, build rapport, provide instruction, monitor progress and provide feedback to individuals or groups
Interact with others	1.2, 1.3, 2.1, 2.5, 2.8, 3.2	• Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes • Asks questions in order to clarify understanding, and to provide and seek feedback • Builds rapport to establish effective working relationships and to achieve effective outcomes
Get the work done	1.1-1.6, 2.1-2.8, 3.1-3.3, 4.1, 4.2	• Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL301 Provide work skill instruction	TAEDEL301A Provide work skill instruction	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- carrying out a minimum of three training sessions, involving demonstrating and instructing particular work skills for at least two different individuals or small groups, with each session addressing:
  - different learning objectives
  - a range of delivery techniques and effective communication skills appropriate to the audience.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learner characteristics and needs
- the content and requirements of the relevant learning program, and/or the delivery plan
- the sources and availability of relevant learning resources and learning materials
- the content of relevant learning resources and learning materials
- training techniques that enhance learning, and when to use them
- introductory knowledge of learning principles and learning styles
- key workplace health and safety (WHS) issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - risk controls for the specific learning environment.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to any necessary workplace documents.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL404 Mentor in the workplace

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace.

It applies to workplace supervisors or other work colleagues who work under limited supervision and who have responsibility for mentoring one or more individuals in the workplace. This may include, but is not limited to, those who mentor an apprentice or trainee employed by, or undertaking a work placement within, an organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop a mentoring plan	1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures 1.2 Document mentoring plan in accordance with organisational requirements 1.3 Establish ground rules and negotiate realistic expectations 1.4 Establish and maintain confidentiality of the relationship in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with legislation, policy and procedures
2. Facilitate mentoring relationship	2.1 Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3 Support the person being mentored to develop and use skills in problem solving and decision making 2.4 Use personal and professional networks to assist the person being mentored 2.5 Provide information, and guidance to enhance engagement in the workplace 2.6 Use techniques for resolving differences without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1 Provide planning assistance and guidance as requested by the person being mentored in a form and style to suit their requirements 3.2 Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3 Recognise and discuss changes in the mentoring relationship with appropriate stakeholders 3.4 Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1 Establish and discuss benefits gained from the mentoring process 4.2 Reflect on and articulate the personal benefits gained from providing mentoring 4.3 Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational policy and procedures to improve the mentoring system or program

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.4	• Sources and interprets texts relevant to mentoring context, including organisational policies and learner information
Writing	1.1, 1.3, 2.5, 3.1, 3.2, 4.3	• Develops content and documents information relevant to mentoring plan
Oral Communication	2.4, 3.3, 4.1, 4.2, 4.3	• Uses appropriate communication techniques to build rapport, trust, engagement and provide guidance and feedback
Navigate the world of work	1.1, 1.4, 2.6, 4.3	• Follows legislative requirements, organisational protocols, policies and procedures in workplace mentoring
Interact with others	1.2, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4	• Builds rapport using collaboration with others to achieve joint outcomes and effective interaction • Provides mentoring and role modelling to achieve agreed outcomes • Cooperates and consults with others to clarify understanding and seek feedback
Get the work done	1.1-1.4, 2.1-2.6, 3.1-3.4, 4.1-4.3	• Plans, organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to problems, considering options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL404 Mentor in the workplace	TAEDEL404 A Mentor in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL404 Mentor in the workplace

Modification History

Release	Comments
Release1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- preparing a mentoring plan between the mentor and mentee that sets out clear objectives for a mentoring relationship that will last at least one year
- facilitating at least three mentoring sessions
- documenting information on sessions, including comments and notes from both mentor and mentee.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring, including training contracts and responsibilities of employer, registered training organisation (RTO) and funding body where they exist
- mentoring methodologies and strategies
- learning theories in relation to mentoring
- strategies for working with a mentee including encouraging self reflection, confidence and the building of rapport
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- how a mentor can support the mentee's employer to meet its WHS obligations for the mentee.
-

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- documentation of any existing training plan or contract if applicable to the mentoring relationship.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TLIB0002 Carry out vehicle inspection

Modification History

Release 1. This is first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle in accordance with relevant workplace procedures.

It includes conducting routine checks, cleaning vehicles, ensuring all specified safety requirements are met and ensuring vehicles are operational according to workplace procedures.

Work is performed with limited or minimum supervision, and with duty of care for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

B – Equipment Checking and Maintenance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Check and clean vehicle	**1.1** Vehicle hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 Visual check of internal and external condition of

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		vehicle is carried out and relevant documentation is completed in accordance with workplace procedures
	1.3	Pre-operational inspections and checks are conducted in accordance with workplace procedures
	1.4	Associated equipment is tested to ensure it functions correctly to manufacturer specifications and workplace procedures
	1.5	Operational checks are carried out after engine is started to identify possible defects
	1.6	Shut-down checks are carried out to identify possible defects
	1.7	Warning systems (instruments and gauges) are checked to ensure they are operational in accordance with manufacturer specifications and workplace procedures
	1.8	Vehicle monitoring device including In Vehicle Monitoring System (IVMS) and telematics is logged on/off as required in accordance with manufacturer instructions and workplace procedures
	1.9	Vehicle is cleaned in accordance with work health and safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH) and environmental requirements and workplace procedures
2	**Complete documentation**	**2.1** Vehicle defects are identified and diagnosed, and appropriate action is taken to report to relevant person/s or remedy identified defects as required by workplace procedures
		2.2 Records of inspection are updated and recommended repairs from relevant person/s are documented in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work

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environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIB2004 Carry out vehicle inspection.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIB0002 Carry out vehicle inspection

Modification History

Release 1. This is first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- carrying out vehicle inspections in accordance with workplace and manufacturer requirements including:
  - conducting engine oil checks
  - conducting coolant level checks
  - conducting hydraulic oil and other fluid checks
  - conducting globe replacement procedure
  - conducting tyre checks for wear
  - checking of gauges, warning lights, screen displays and buzzers to confirm operational status
- communicating effectively with others when reporting identified problems, faults or malfunctions
- completing documentation related to routine vehicle inspection clearly and concisely
- reading and interpreting relevant instructions, procedures, information and manuals
- reporting and rectifying identified problems, faults or malfunctions promptly
- visual checking for defects to internal and external of vehicle
- operating relevant cleaning equipment and using relevant cleaning supplies
- completing relevant workplace documentation
- applying working at height procedures during cleaning of vehicles
- applying relevant work health and safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH), environmental requirements and workplace procedures
- using relevant Personal Protective Equipment (PPE) while cleaning.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- duty of care requirements for routine vehicle inspections

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- principles of systems operation on commercial vehicles
- problems that may occur during routine vehicle inspections and appropriate actions and solutions
- relevant reporting and documentation requirements for carrying out vehicle inspections
- relevant WHS/OHS/OSH and environmentally sustainable practices
- workplace procedures and manufacturer specifications for:
  - pre-operational inspection of a commercial vehicle
  - visual inspection
  - checking warning systems
  - associated equipment operation
  - function of gauges, warning lights and devices
  - In Vehicle Monitoring System (IVMS) and telematics
  - defect reporting
- safe use of vehicle cleaning supplies
- safe operation of cleaning equipment
- Safety Data Sheets (SDS) and relevant manufacturer specifications for cleaning products
- WHS/OHS/OSH and environmental requirements for waste disposal.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIB2003 Carry out vehicle servicing and maintenance

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial vehicle, in accordance with relevant roads and traffic authority regulations.

It includes actions to implement vehicle manufacturer specifications for routine checks and maintenance, to ensure all specified safety requirements are met, and to ensure vehicle is operational to workplace requirements and relevant state/territory roads and traffic authority regulations.

Work is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

B – Equipment Checking and Maintenance

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Maintain and service vehicle systems	1.1 Hazards are identified, risks are assessed and control measures are implemented
	1.2 Fluid levels are checked and adjusted in accordance with manufacturer specifications and workplace procedures
	1.3 Air levels are checked and adjusted in accordance with manufacturer specifications and workplace procedures
	1.4 Routine checks are made of vehicle systems and appropriate action is initiated for maintenance as required in accordance with workplace procedures
	1.5 Appropriate precautions and procedures are followed when servicing/maintaining a vehicle to ensure adequate protection of the environment
	1.6 Work health and safety (WHS)/occupational health and safety (OHS) procedures are followed when carrying out routine servicing and maintenance of a vehicle
2 Carry out minor vehicle repairs	2.1 Vehicle components are removed, repaired or replaced and refitted to vehicle using correct tools in accordance with manufacturer instructions and workplace procedures
	2.2 Tyres on vehicle are repaired or replaced in accordance with workplace procedures and manufacturer instructions
	2.3 Worn brakes are identified and action is taken in accordance with workplace procedures and manufacturer specifications
	2.4 Need for more complex maintenance procedures is identified and problem is correctly referred in accordance with workplace procedures
3 Diagnose minor vehicle faults and undertake repairs for the	3.1 Minor faults in vehicle systems are identified, diagnosed and repaired in accordance with

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safe operation of a vehicle	manufacturer specifications and workplace procedures
	3.2 Identified faults that create a safety hazard are reported and appropriate action is taken to remove vehicle from operation pending repair
4 Complete documentation	4.1 Routine servicing, maintenance and repair record requirements are confirmed
	4.2 Records of routine servicing, maintenance and repairs are kept in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIB2003A Carry out vehicle servicing and maintenance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIB2003 Carry out vehicle servicing and maintenance

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes
- communicating and working effectively with others
- completing relevant documentation
- implementing contingency plans
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- monitoring performance of equipment
- operating and adapting to differences in equipment in accordance with workplace procedures
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- servicing equipment in terms of maintenance schedule and standard operating procedures
- working systematically with required attention to detail without injury to self or others, or damage to vehicle or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic fault finding procedures required for routine servicing and maintenance of vehicles
- basic principles for operating systems on commercial vehicles, including electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres and brakes
- housekeeping standards for routine servicing and maintenance
- problems that may occur during vehicle routine servicing and maintenance and appropriate action and solutions
- procedures for checking, and routine servicing and maintenance of a commercial vehicle, in accordance with workplace and manufacturer requirements, and established safety rules and regulations
- procedures for use and maintenance of materials, tools and parts required for routine servicing and maintenance
- procedures required to minimise waste during routine servicing and maintenance
- recognition and diagnosis of faults and vehicle irregularities
- relevant duty of care requirements for routine servicing and maintenance of vehicles
- relevant WHS/OHS and pollution control procedures
- reporting and documentation requirements.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in *the Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

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- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIB2008 Carry out inspection of trailers

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to carry out an inspection of a commercial trailer, in accordance with relevant roads and traffic authority regulations for inspecting commercial trailers.

It includes action to implement trailer manufacturer specifications for routine checks, to clean trailer, to ensure all specified safety requirements are met, and to ensure trailer is operational to workplace requirements and relevant state/territory roads and traffic authority.

Work is performed with limited supervision and with duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

B – Equipment Checking and Maintenance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Check trailer	1.1 Trailer hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 Visual check of internal and external condition of trailer is carried out in accordance with workplace procedures
	1.3 Pre-operational inspections and checks of trailer brake systems, suspension and axles, electrical systems, wheels and tyres are carried out to ensure conformance with road safety standards
	1.4 Associated equipment is tested to ensure it functions correctly to manufacturer specification
2 Clean trailer	2.1 Trailer is cleaned in accordance with workplace procedures
	2.2 Associated equipment is cleaned in accordance with workplace procedures
3 Complete documentation	3.1 Faults are identified and/or diagnosed and appropriate action is taken to report or remedy identified faults as required by workplace procedures
	3.2 Records of inspection are updated and recommended repairs are documented in accordance with workplace policies

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIB2008A Carry out inspection of trailers.

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Assessment Requirements for TLIB2008 Carry out inspection of trailers

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- completing relevant documentation for inspecting trailers
- monitoring and checking condition of trailer and its equipment in terms of maintenance schedule and operating procedures
- reading and interpreting relevant instructions, procedures and information
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- principles of operation of systems on commercial trailers, including electrical systems, tyres, brakes and coupling systems
- procedures for routine inspection of a commercial trailer in accordance with workplace and manufacturer requirements, and established safety rules and regulations including visual inspection procedures and pre-operational checking procedures
- relevant duty of care requirements for routine inspection of trailers
- relevant work health and safety (WHS)/occupational health and safety (OHS) and pollution control procedures
- reporting and documentation requirements.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIB2119 Carry out maintenance of trailers

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial trailer across a variety of operational contexts.

It includes action to implement trailer manufacturer specifications for routine checks and maintenance, to ensure all specified safety requirements are met, and to ensure trailer is operational to workplace requirements and relevant state/territory roads and traffic authority regulations.

Work is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

B – Equipment Checking and Maintenance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify faults and perform routine maintenance	1.1 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 Trailer faults are identified and diagnosed in accordance with workplace procedures
	1.3 Trailer components are lubricated in accordance with manufacturer instructions and workplace procedures
2 Carry out repairs on trailers	2.1 Trailer air/hydraulic brake system is inspected and adjusted, and required minor maintenance or repairs are carried out
	2.2 Trailer electrical system is checked for correct operation and required minor maintenance or repairs are carried out
	2.3 Trailer suspension and axles are inspected and identified faults are repaired and/or reported in accordance with workplace procedures
	2.4 Trailer wheels and tyres are inspected, removed, repaired and refitted as required, in accordance with workplace procedures
	2.5 Required documentation is completed in accordance with workplace procedures
	2.6 Records of routine maintenance and repairs are kept in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to TLIB2119A Carry out maintenance of trailers.

Links

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Assessment Requirements for TLIB2119 Carry out maintenance of trailers

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- carrying out lubrication processes in the course of work activities
- communicating and working effectively with others
- completing relevant documentation
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with workplace procedures
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- servicing trailer and equipment in terms of maintenance schedule and standard operating procedures
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

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- basic fault-finding procedures required during routine servicing and maintenance of trailers
- basic principles of operation of systems on commercial trailers, including electrical systems, tyres, brakes and coupling systems
- housekeeping standards required for routine servicing and maintenance
- problems that may occur during routine servicing and maintenance of trailers and appropriate actions and solutions
- procedures for checking, and routine servicing and maintenance of commercial trailers in accordance with workplace procedures, manufacturer requirements and established safety rules and regulations
- procedures for using and maintaining materials, tools and parts required for routine servicing and maintenance
- recognition and diagnosis of faults and trailer irregularities
- relevant duty of care requirements for routine servicing and maintenance of trailers
- relevant national heavy vehicle legislation and regulatory requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and pollution control procedures
- reporting and documentation requirements.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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Links

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TLIC2025 Operate four wheel drive vehicle

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to operate a four wheel drive vehicle safely in a range of conditions in accordance with the relevant state/territory legislated roads and traffic licence requirements.

It includes driving a four wheel drive vehicle on roads, traversing gradients, ascending and descending steep gradients, and operating in rugged terrain. It also includes using vehicle equipment/controls and completing pre- and post-operational checks.

Recognised driver's licence or provisional car licence must be held prior to commencing this unit of competency.

Driving involves the application of four wheel drive vehicle operating principles and procedures to maintain the safety and operation of a four wheel drive vehicle across a variety of on-road and off-road contexts.

Driving is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Operate four wheel drive vehicles on roads	1.1 Pre-start checks of vehicle and equipment are carried out in accordance with manufacturer specifications and roadworthy requirements
	1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.3 Tyres are checked for pressure suitable for terrain and/or changed in accordance with manufacturer and workplace procedures
	1.4 Vehicle fuel, water and any ancillary equipment are checked before starting vehicle journey in accordance with manufacturer and workplace procedures
	1.5 Loads are secured in accordance with workplace and legislative requirements
	1.6 Vehicle is driven on-road and off-road in accordance with legislative and workplace requirements, at appropriate operating speeds for road or track conditions and hazards
	1.7 Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in surrounding terrain
	1.8 Road conditions are constantly monitored, negotiated and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
	1.9 Vehicle is parked and shut down in accordance with workplace and manufacturer requirements
2 Operate vehicle on, or across a gradient	2.1 Intended vehicle path is inspected prior to negotiating **gradient**
	2.2 Loads are secured in accordance with workplace and legislative requirements
	2.3 Appropriate gear and/or range are selected and engine revolutions are maintained to ensure constant traction

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	2.4	Vehicle is driven on-road and off-road in accordance with legislative and workplace requirements at appropriate speeds for conditions and gradient hazards
	2.5	Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in, on or across a gradient
	2.6	Gradient conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
3 Operate vehicle ascending a steep gradient	3.1	Intended vehicle path is inspected prior to negotiating ascent
	3.2	Appropriate gear and/or range are selected to ascend grade, and engine revolutions are maintained to ensure constant traction
	3.3	Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation while ascending a steep gradient
	3.4	Stall recovery techniques are applied in accordance with manufacturer and workplace procedures
	3.5	Ascent conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
4 Operate vehicle descending a steep gradient	4.1	Intended vehicle path is inspected prior to negotiating gradient
	4.2	Appropriate gear and/or range are selected to descend grade, and engine revolutions are maintained to ensure constant traction
	4.3	Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation while descending a steep gradient
	4.4	Stall recovery techniques are applied in accordance with manufacturer and workplace procedures
	4.5	Descent conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained

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5 Operate vehicle in rugged terrain	5.1	Intended vehicle path is inspected prior to negotiating rugged terrain
	5.2	Appropriate gear and/or range are selected to negotiate rugged terrain and engine revolutions are maintained to ensure constant traction
	5.3	Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in surrounding terrain
	5.4	Vehicle chains are fitted in accordance with manufacturer instructions and environmental conditions, as required
	5.5	Vehicle load is inspected, positioned and secured to maximise traction for four wheel driving
	5.6	Rugged conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
6 Complete operations	6.1	Vehicle is parked and shut down in accordance with workplace and manufacturer requirements
	6.2	Faults or malfunctions are corrected and/or reported in accordance with manufacturer and workplace requirements
	6.3	Vehicle and equipment are cleaned and stored after use in accordance with workplace requirements
	6.4	Documentation and journey reports are completed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to TLIC2025A Operate four wheel drive vehicle.

Links

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Assessment Requirements for TLIC2025 Operate four wheel drive vehicle

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- cleaning and storing vehicles and equipment
- communicating effectively with others
- completing relevant documentation
- conducting pre-start checks
- demonstrating low-risk driving behaviours
- identifying and correcting minor operational faults
- identifying job hazards and taking required action
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures, information and signs
- using and adjusting vehicle equipment/controls as required:
  - brakes
  - electronic traction control
  - freewheeling hubs
  - gears/range
  - heating and cooling systems
  - jacks
  - tyres
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- documentation and record keeping requirements
- effect of hard surface driving (such as transmission wind up) on a 4x4 system
- effect of loads while negotiating a gradient
- effect on centre of gravity of changing fluid loads
- efficient driving techniques and safe driving strategies
- environmental impact of 4x4 driving
- hazards and risks associated with traversing cross gradients
- hazards that may exist when operating a four wheel drive vehicle in on-road and off-road situations, and action to minimise, control or eliminate identified hazards
- low risk driving behaviours:
  - creating and maintaining crash avoidance space
  - protecting crash avoidance space
  - road rules and directions
  - space and time management
- pre- and post-operational checks and related action
- problems that may occur when operating a four wheel drive vehicle, and action that can be taken to report or resolve the problems
- relevant land management procedures and regulations
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- vehicle equipment/controls, instruments and indicators, and their use
- vehicle handling procedures and techniques for a range of road and track conditions
- workplace procedures for operating a four wheel drive vehicle in both on-road and off-road situations.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

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Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions in a four wheel drive vehicle typical of that used in industry.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIH3002 Plan and navigate routes

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to plan and navigate routes as part of transport operations, in accordance with relevant state/territory roads and traffic authority regulations.

It includes interpreting information from a road map, street directory or global positioning system (GPS) device; planning the most appropriate route taking into account pertinent factors; and completing required trip documentation in accordance with operational requirements.

This unit relates to the work of transport and distribution personnel involved in passenger services and/or the delivery of a range of possible goods and materials including valuables, secured products documents and materials.

Work is performed under general or limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

H – Route Planning and Navigation

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Interpret street maps	1.1 Symbols in a street directory/road map/GPS are recognised and interpreted
	1.2 Places are identified in a directory index and information is used to locate places on appropriate map
2 Plan routes	2.1 Given a location and a destination, the most direct and alternative routes between two points are identified using a street directory/road map/GPS
	2.2 Hazards are identified, risks are assessed and control measures are implemented
	2.3 Information on height, width and load limits of road infrastructure and other restrictions on thoroughfares is accessed, interpreted and taken into account when planning a route for a journey, as required
	2.4 Suitable route is selected to ensure the most efficient, safe, secure and legal transport operation, taking into account relevant criteria for transport operation concerned
3 Follow planned route	3.1 Planned route is correctly followed with aid of a street directory, road map and/or GPS system
	3.2 Geographic regions, tourism features and other places of interest are identified, as required
	3.3 Route documentation is completed in accordance with purpose of transportation and workplace requirements
	3.4 Parking procedures are observed in accordance with enterprise procedures and relevant legislative requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIH3002A Plan and navigate routes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIH3002 Plan and navigate routes

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing and interpreting required information and developing contingency routes (including road restrictions, traffic conditions, service stations/rest stops)
- adapting to changes and difference in vehicle navigation technology, maps and street directories as they relate to route planning
- adapting to changes in vehicle navigation technology, maps and street directories as they relate to route planning
- applying fatigue management techniques
- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- completing relevant documentation
- implementing contingency arrangements
- interpreting and following operational instructions and prioritising work
- interpreting information to allow effective route planning
- modifying route planning activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in vehicles, loads and equipment in accordance with standard operating procedures
- planning alternative routes for contingencies such as road works, emergencies or delays
- planning and navigating a route effectively
- planning for transport routes to meet workplace requirements
- planning routes in accordance with workplace guidelines
- reading and interpreting relevant instructions, procedures, information and signs:
  - estimating route distances using map information
  - identifying roads and intersections
  - identifying town and suburb locations
  - reading and interpretation of map symbols
- reporting and/or rectifying identified problems promptly, in accordance with workplace procedures

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- selecting and using relevant route planning and navigation technology including GPS devices.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic GPS operation
- current information about accidents or emergencies that might close or restrict traffic on particular routes
- features and contents of maps and street directories, and techniques for their use in transport navigation
- known traffic conditions at various times of the day along specific routes
- location of service stations and rest stops
- operational procedures for planning and navigating transport routes
- physical hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route
- relevant state/territory permit and licence regulations and requirements
- road conditions for various routes, including sections undergoing road works
- security hazards on long routes
- workplace requirements for recording and documenting route information.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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SIS Sport, Fitness and Recreation Training Package

Modification History

Release	Release Date	Comments

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Release 5.0	10 November 2021	**Release 5.0 of the SIS Sport, Fitness and Recreation Training Package comprises the following modifications:**
		Fitness and Aqua Exercise Instructors' Training Package
		• Endorsement of two Fitness qualifications:
		  • SIS30321 Certificate III in Fitness
		  • SIS40221 Certificate IV in Fitness
		• Endorsement of four skill sets:
		  • SISSS00127 Aqua Exercise Instruction
		  • SISSS00128 Group Exercise Leader
		  • SISSS00129 Pool Lifeguard
		  • SISSS00130 Pre-exercise Screening
		• Endorsement of 22 updated Fitness units of competency, SISFFIT032 - 053.
		• Endorsement of seven Sport qualifications:
		  • SIS20221 Certificate II in Sport - Developing Athlete
		  • SIS20321 Certificate II in Sport Coaching
		  • SIS30421 Certificate III in Sport – Athlete
		  • SIS30521 Certificate III in Sport – Coach
		  • SIS40321 Certificate IV in Sport Coaching
		  • SIS40421 Certificate IV in Sport Development
		  • SIS50321 Diploma of Sport
		• Endorsement of four Outdoor Qualifications (minor upgrades):
		  • SIS20419 Certificate II in Outdoor Recreation
		  • SIS30619 Certificate III in Outdoor Leadership
		  • SIS40619 Certificate IV in Outdoor Leadership
		  • SIS50419 Diploma of Outdoor Leadership
		• Seven units deleted:
		  • SISFFIT002 Recognise and apply exercise considerations for specific populations
		  • SISFFIT017 Instruct long-term exercise programs
		  • SISFFIT024 Instruct endurance programs
		  • SISFFIT027 Conduct health promotion activities
		  • SISFFIT029 Apply anatomy and physiology to advanced personal training
		  • SISFFIT030 Instruct advanced exercise programs
		  • SISFFIT031 Implement injury prevention strategies
		
		Minor change to three units of competency to replace superseded prerequisite unit.

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Release 4.1	March 2021	In response to Skills Reform Ministerial Statement - 9 October 2020, modifications include the removal of unused units of competency from the SIS Training Package: Units removed: • SISCAQU013 Coordinate lifeguard service at an aquatic facility
Release 4.0	September 2019	Release 4.0 of the SIS Sport, Fitness and Recreation Training Package. Endorsement of the following Sport qualifications: • SIS20219 Certificate II in Sport - Developing athlete • SIS20319 Certificate II in Sport Coaching • SIS30419 Certificate III in Sport - Athlete • SIS30519 Certificate III in Sport Coaching • SIS40319 Certificate IV in Sport Coaching • SIS40419 Certificate IV in Sport Development • SIS50319 Diploma of Sport Endorsement of the following Outdoor Recreation qualifications: • SIS20419 Certificate II in Outdoor Recreation • SIS30619 Certificate III in Outdoor Leadership • SIS40619 Certificate IV in Outdoor Leadership • SIS50419 Diploma of Outdoor Leadership Please see the separate Outdoor Recreation Companion Volume Implementation Guide for specific information relating to outdoor recreation training package products.
Release 3.0	December 2017	Endorsement of 15 Equine Units of Competency (Separate Companion Volume has been merged with the Outdoor Recreation Companion Volume Implementation Guide)
Release 2.0	December 2015	Endorsement of the following qualifications: • SIS10115 Certificate I in Sport and Recreation • SIS20115 Certificate II in Sport and Recreation • SIS30115 Certificate III in Sport and Recreation • SIS40115 Certificate IV in Sport and Recreation • SIS50115 Diploma of Sport and Recreation Management
Release 1.0	September 2015	Primary release of SIS Sport, Fitness and Recreation Training Package.

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Credit Arrangements

At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISSS00110 Aquatic Technical Operator

Modification History

Not applicable.

Description

A set of skills in aquatic technical operations.

The Companion Volume Implementation Guide available for download at www.serviceskills.com.au/resources details aquatic registration schemes aligned to these skills.

Pathways Information

Achievement of these units provides credit towards a range of qualifications in the SIS Sport, Fitness and Recreation Training Package.

Licensing/Regulatory Information

These competencies are a pathway to industry led registration/accreditation schemes.

Skill Set Requirements

BSBRSK401	Identify risk and apply risk management processes
SISCAQU001	Test pool water quality
SISCAQU003	Maintain aquatic facility plant and equipment
SISCAQU004	Develop and implement pool water maintenance procedures
SISCAQU005	Develop and implement aquatic facility maintenance procedures

Target Group

This skill set is for individuals wishing to work as an aquatic technical operator.

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Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to meet the requirements for an aquatic technical operator.

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SISSS00111 Pool Lifeguard

Modification History

Not applicable.

Description

A set of skills to meet the requirements for a Pool Lifeguard.

The Companion Volume Implementation Guide available for download at www.serviceskills.com.au/resources details aquatic registration schemes aligned to these skills.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

Achievement of these units provides credit towards SIS31015 Certificate III in Aquatics and Community Recreation.

Licensing/Regulatory Information

These competencies are a pathway to industry led registration/accreditation schemes.

Skill Set Requirements

HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
PUAEME001B	Provide emergency care
PUAEME003C	Administer oxygen in an emergency situation
SISCAQU002	Perform basic water rescues
SISCAQU006	Supervise clients in aquatic locations
SISCAQU007	Perform advanced water rescues

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Target Group

This skill set is for individuals wishing to work as a Pool Lifeguard.

Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to meet the requirements for a Pool Lifeguard.

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SISSS00112 Swimming and Water Safety Teacher

Modification History

Not applicable.

Description

A set of skills to meet the requirements for a swimming and water safety teacher.

The Companion Volume Implementation Guide available for download at www.serviceskills.com.au/resources details aquatic registration schemes aligned to these skills.

Pathways Information

Achievement of these units provides credit towards SIS31015 Certificate III in Aquatics and Community Recreation.

Licensing/Regulatory Information

These competencies are a pathway to industry led registration/accreditation schemes.

Skill Set Requirements

SISCAQU002	Perform basic water rescues
SISCAQU008	Instruct water familiarisation, buoyancy and mobility skills
SISCAQU009	Instruct clients in water safety and survival skills
SISCAQU010	Instruct swimming strokes

Target Group

This skill set is for those wishing to instruct swimming and water safety.

Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to meet the requirements for a Swimming and Water Safety Teacher.

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SISSS00113 Group Exercise Leader

Modification History

Not applicable.

Description

A set of skills to lead predesigned group exercise sessions in controlled environments.

Pathways Information

Achievement of these units provides credit towards SIS30315 Certificate III in Fitness.

Licensing/Regulatory Information

These competencies are a pathway to industry led registration/accreditation schemes.

Skill Set Requirements

HLTWHS001	Participate in workplace health and safety
SISFFIT009	Deliver pre-choreographed or prescribed community fitness
SISFFIT010	Deliver pre-choreographed or prescribed group exercise to music
SISXCCS001	Provide quality service

Target Group

Group exercise leaders working in a variety of locations who lead predesigned group exercise sessions according to program developer guidelines.

Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills required by a group exercise leader in the fitness industry.

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SISSS00114 Advanced Coaching

Modification History

Not applicable.

Description

A set of advanced coaching skills.

Pathways Information

These units provide credit towards SIS40319 Certificate IV in Sport Coaching.

Licensing/Regulatory Information

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Skill Set Requirements

Unit code	Unit title
SISSSCO003	Meet participant coaching needs
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO013	Coach sport participants up to an advanced level
SISSSCO015	Prepare participants for sport competition

Target Group

This skill set is for individuals wishing to work as an advanced coach.

Suggested words for Statement of Attainment

These competencies from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to work as an advanced coach in the Australian sport industry.

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SISSS00115 Coach Development

Modification History

Not applicable.

Description

A set of coach development skills.

Pathways Information

Achievement of these units provides credit towards qualifications in sport in the SIS Sport and Recreation Training Package.

Licensing/Regulatory Information

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Skill Set Requirements

Unit code	Unit title
TAEASS301	Contribute to assessment
TAEDEL301	Provide work skill instruction
SISSSCO014	Develop sport coaches

Target Group

This skill set is for individuals wishing to work as coach developers.

Suggested words for Statement of Attainment

These competencies from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to work as a coach developer in the Australian sport industry.

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SISSS00116 High Performance Coach

Modification History

Not applicable.

Description

A set of high-performance coaching skills.

Pathways Information

These units provide credit towards SIS50319 Diploma of Sport.

Licensing/Regulatory Information

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Skill Set Requirements

Unit code	Unit title
BSBRSK501	Manage risk
SISSSCO003	Meet participant coaching needs
SISSSCO004	Plan, conduct and review coaching programs
SISSSCO007	Apply sport psychology principles
SISSSCO008	Apply anti-doping policies
SISSSCO011	Manage integrity in sport

Target Group

This skill set is for individuals wishing to work as a high-performance coach.

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Suggested words for Statement of Attainment

These competencies from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to work as a high-performance coach in the Australian sport industry.

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SISSS00117 Sport Official

Modification History

Not applicable.

Description

A set of sport officiating skills.

Pathways Information

Achievement of these units provides credit towards qualifications in sport in the SIS Sport and Recreation Training Package.

Licensing/Regulatory Information

Specific industry accreditation requirements may apply to sport-specific officiating accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Skill Set Requirements

Unit code	Unit title
SISSSOF001	Work as an official in sport
SISSSOF002	Continuously improve officiating skills and knowledge
SISSSOF003	Officiate sport competitions
SISXIND009	Respond to interpersonal conflict

Target Group

This skill set is for individuals wishing to work as sport officials.

Suggested words for Statement of Attainment

These competencies from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to work as an official in the Australian sport industry.

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SISSS00118 Sports Trainer Level 1

Modification History

	Minor changes. Equivalent outcome.
Release 2.	Update: Superseded unit HLTAID003 replaced with current unit HLTAID011
Release 1.	No equivalent skill set.

Description

A set of sports trainer level 1 skills.

Pathways Information

Achievement of these units provides credit towards qualifications in sport in the SIS Sport, Fitness and Recreation Training Package.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Unit code	Unit title
HLTAID011	Provide first aid
SISSSCO015	Prepare participants for sport competition
SISSSPT001	Implement sport injury prevention and management strategies

Target Group

This skill set is for individuals wishing to work as a sport trainer.

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Suggested words for Statement of Attainment

These competencies from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to work as a level 1 sports trainer in the Australian sport industry.

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SISSS00119 Community Coaching

Modification History

Not applicable.

Description

A set of community coaching skills.

Pathways Information

Achievement of these units provides credit towards SIS30519 Certificate III in Sport Coaching.

Licensing/Regulatory Information

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Skill Set Requirements

Unit code	Unit title
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO012	Coach sport participants up to an intermediate level

Target Group

This skill set is for individuals wishing to work as a community coach.

Suggested words for Statement of Attainment

These competencies from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to work as a community coach in the Australian sport industry.

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SISSS00120 Alpine Activities Leader

Modification History

Not applicable.

Description

A set of skills to equip outdoor leaders to operate in alpine environments.

Pathways Information

Achievement of these units provides credit towards SIS40619 Certificate IV in Outdoor Leadership and SIS50419 Diploma of Outdoor Leadership.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SISOBWG003	Bushwalk in extremely difficult tracked and untracked environments
SISOBWG007	Lead bushwalks in extremely difficult tracked and untracked environments
SISOFLD002	Minimise environmental impact
SISOFLD008	Navigate in extremely difficult tracked and untracked environments
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities
SISOPLN005	Interpret weather and environmental conditions for outdoor recreation activities
SISOSKT002	Ski on intermediate cross country terrain
SISOSKT003	Use snow craft skills for alpine touring

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SISOSKT005	Lead skiing activities on intermediate cross country terrain

Target Group

Outdoor leaders who lead and supervise participants during activities conducted in alpine environments.

Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to equip outdoor leaders to operate in alpine environments.

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SISSS00121 Artificial Abseiling

Modification History

Not applicable.

Description

A set of skills to set up abseiling equipment and to lead and supervise participants during abseiling activities on artificial surfaces.

Pathways Information

Achievement of these units provides credit towards SIS30619 Certificate III in Outdoor Leadership.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SISOABS002	Abseil single pitches, artificial surfaces
SISOABS005	Establish ropes for single pitch abseiling on artificial surfaces
SISOABS008	Lead single pitch abseiling activities on artificial surfaces
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities

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Target Group

Individuals who lead and supervise participants during abseiling activities on artificial surfaces, either in indoor facilities or in the outdoors.

Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to set up abseiling equipment and to lead and supervise participants during abseiling activities on artificial surfaces.

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SISSS00122 Artificial Climbing

Modification History

Not applicable.

Description

A set of skills to set up climbing equipment and to lead and supervise participants during climbing activities on artificial surfaces.

Pathways Information

Achievement of these units provides credit towards SIS30619 Certificate III in Outdoor Leadership.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SISOCLM001	Top rope climb single pitches, artificial surfaces
SISOCLM005	Establish belays for single pitch climbing on artificial surfaces
SISOCLM008	Lead single pitch climbing activities on artificial surfaces, top rope climbing
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities

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Target Group

Individuals who lead and supervise participants during climbing activities on artificial surfaces, either in indoor climbing facilities or in the outdoors.

Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to set up climbing equipment and to lead and supervise participants during climbing activities on artificial surfaces.

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SISSS00123 Challenge Course Leader

Modification History

Not applicable.

Description

A set of skills to lead participants during low and high element challenge course sessions.

Pathways Information

Achievement of these units provides credit towards SIS30619 Certificate III in Outdoor Leadership.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SISOCHC001	Lead challenge course sessions, low elements
SISOCHC003	Lead challenge course sessions, high elements
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities

Target Group

Individuals who work in challenge course facilities who lead participants during low and high element course activities.

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Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to lead participants during low and high element challenge course sessions.

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SISSS00124 Challenge Course Supervisor

Modification History

Not applicable.

Description

A set of skills to set up low and high challenge course elements, to supervise the operation of the course during activities and coordinate emergency response when required.

Pathways Information

Achievement of these units provides credit towards SIS40619 Certificate IV in Outdoor Leadership and SIS50419 Diploma of Outdoor Leadership.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SISOCHC001	Lead challenge course sessions, low elements
SISOCHC002	Set up and supervise challenge course sessions, low elements
SISOCHC003	Lead challenge course sessions, high elements
SISOCHC004	Set up and supervise challenge course sessions, high elements
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities
SISXEMR002	Coordinate emergency responses
SISXFAC001	Maintain equipment for activities

Target Group

Individuals who work in challenge course facilities who supervise course operations.

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Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to set up low and high challenge course elements, to supervise the operation of the course during activities and coordinate emergency response when required.

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SISSS00125 Tracked Horse Trail Ride Guiding

Modification History

Not applicable.

Description

A set of skills to plan and finalise operational logistics for horse trail rides, and to lead and supervise participants on basic trail rides along tracked areas.

Pathways Information

Achievement of these units provides credit towards SIS30619 Certificate III in Outdoor Leadership.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
RGRPSH308	Provide first aid and emergency care for horses or other equines
SISOEQU001	Handle horses
SISOEQU002	Ride horses using fundamental skills
SISOEQU003	Ride horses on tracked trail rides
SISOEQU005	Guide horse trail rides in tracked areas
SISOEQU010	Identify hazards, assess and control safety risks for horse handling and riding activities
SISOFLD002	Minimise environmental impact
SISOPLN001	Finalise operation of outdoor recreation activities
SISOPLN002	Plan outdoor activity sessions
SISOPLN005	Interpret weather and environmental conditions for outdoor

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	recreation activities
SISXCCS001	Provide quality service

Target Group

Individuals who lead and supervise participants on guided horse trail rides along tracked areas.

Suggested words for Statement of Attainment

These units of competency provide a set of skills to plan and finalise operational logistics for horse trail rides, and to lead and supervise participants on basic trail rides along tracked areas.

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SISSS00126 Wilderness First Aid

Modification History

	Minor changes. Equivalent outcome.
Release 2.	Update: Superseded unit HLTAID003 replaced with current unit HLTAID011
Release 1.	No equivalent skill set.

Description

A set of skills to equip outdoor recreation leaders to coordinate emergency response, and to provide first aid to casualties in a remote or isolated area over an extended period of time until medical assistance is provided or evacuation occurs.

Pathways Information

Achievement of these units provides credit towards SIS40619 Certificate IV in Outdoor Leadership and SIS50419 Diploma of Outdoor Leadership.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
HLTAID011	Provide first aid
SISOFLD004	Provide first aid in remote locations
SISXEMR002	Coordinate emergency responses

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Target Group

Outdoor recreation leaders who guide or instruct activities in remote or isolated areas and who manage operational logistics for emergencies when they arise.

Suggested words for Statement of Attainment

These units of competency provide a set of skills to coordinate emergency response, and to provide first aid to casualties in a remote or isolated area over an extended period of time until medical assistance is provided or evacuation occurs.

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SISSS00127 Aqua Exercise Instruction

Modification History

No equivalent skill set.

Description

A set of skills to plan and instruct group water-based exercise sessions, and to manage and assist with water-based rescues.

Pathways Information

Achievement of these units provides credit towards SIS30321 Certificate III in Fitness.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication**.**

Skill Set Requirements

Unit code	Unit title
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISCAQU002	Perform basic water rescues
SISFFIT038	Plan group water-based exercise sessions
SISFFIT039	Instruct group water-based exercise sessions
SISFFIT048	Use anatomy and physiology knowledge to support safe and effective water-based exercise

Target Group

Aqua exercise instructors who lead group water-based exercise sessions in settings with pools, such as fitness facilities, gyms, and leisure and community centres.

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Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to plan and instruct group water-based exercise sessions, and to manage and assist with water-based rescues.

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SISSS00128 Group Exercise Leader

Modification History

Supersedes and is equivalent to SISSS00113 Group Exercise Leader.

Description

A set of skills to lead predesigned group exercise sessions.

Pathways Information

Achievement of these units provides credit towards SIS30321 Certificate III in Fitness.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
BSBOPS304	Deliver and monitor a service to customers
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT036	Instruct group exercise sessions

Target Group

Group exercise leaders who lead predesigned group exercise sessions in settings such as fitness facilities, gyms, and leisure and community centres.

Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to lead predesigned group exercise sessions.

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SISSS00129 Pool Lifeguard

Modification History

Supersedes and is equivalent to SISSS00111 Pool Lifeguard.

Description

A set of skills to supervise the safety of participants in aquatic recreation facilities and manage water-based rescues and emergencies.

Pathways Information

Achievement of these units provides credit towards SIS31015 Certificate III in Aquatics and Community Recreation.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
HLTAID011	Provide First Aid
PUAEME001	Provide emergency care
PUAEME003	Administer oxygen in an emergency
SISCAQU002	Perform basic water rescues
SISCAQU006	Supervise clients in aquatic locations
SISCAQU007	Perform advanced water rescues

Target Group

Pool lifeguards who supervise the safety of participants in aquatic recreation facilities and manage water-based rescues and emergencies.

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Suggested words for Statement of Attainment

These units of competency from the SIS Sport, Fitness and Recreation Training Package provide the skills and knowledge to supervise the safety of participants in aquatic recreation facilities and manage water-based rescues.

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SISSS00130 Pre-exercise Screening

Modification History

No equivalent skill set.

Description

A set of skills to screen clients for participation in exercise programs utilising industry standard pre-exercise screening systems, questionnaires and guidelines to collect and evaluate health information, and provide general advice about programs and services suitable to clients.

Pathways Information

Achievement of this unit provides credit towards SIS30321 Certificate III in Fitness.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SISFFIT032	Complete pre-exercise screening and service orientation

Target Group

Group fitness instructors, gym instructors, personal trainers and other fitness facility staff members who screen clients and provide service information prior to clients participating in exercise activities.

Suggested words for Statement of Attainment

This unit of competency from the SIS Sport, Fitness and Recreation Training Package provides skills and knowledge to screen clients for participation in exercise programs utilising industry standard pre-exercise screening systems, questionnaires and guidelines to collect and evaluate health information, and provide general advice about programs and services suitable to clients.

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