



Australian Government

Department of Education, Employment and Workplace Relations

SISOCAY508A Instruct canyoning skills

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct canyoning skills. This unit focuses on planning, instructing and evaluating instructional canyoning sessions to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a canyoning activity.

Application of the Unit

This unit applies to those working as canyoning instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants in a range of controlled and uncontrolled environments and locations with a variety of terrain obstacles, hazards and single and or multi pitch conditions.

This may apply to canyoning 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.

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.

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|---|--|
| 1. Plan a canyoning session. | <ul style="list-style-type: none"> 1.1. Establish participant's needs and <i>characteristics</i>. 1.2. Assess participant's current canyoning knowledge in order to determine the <i>session's aims and objectives</i>. 1.3. Determine an appropriate <i>instructional plan</i> according to participant's needs and characteristics. 1.4. Develop a <i>canyoning plan</i> according to participant's needs and characteristics, <i>relevant legislation</i> and <i>organisational policies and procedures</i>. 1.5. Identify potential <i>hazards</i> associated with canyoning and minimise <i>risks</i> according to organisational policies and procedures. 1.6. Access <i>relevant sources</i> to interpret detailed <i>weather and environmental information</i> and determine <i>contingency plans</i>. |
| 2. Select and organise equipment and resources. | <ul style="list-style-type: none"> 2.1. Select and access <i>equipment</i> and <i>resources</i> according to <i>contextual issues</i> and organisational policies and procedures. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity. |
| 3. Brief participants. | <ul style="list-style-type: none"> 3.1. Communicate instructions and <i>relevant information</i> about the canyoning session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while canyoning. 3.4. Inform participants of known and anticipated |

ELEMENT	PERFORMANCE CRITERIA
4. Instruct a canyoning session.	<p>hazards, <i>safety procedures</i> and appropriate behaviour.</p> <p>3.5. Check and confirm that all participant equipment is fitted and adjusted.</p> <p>4.1. Conduct warm-up and or introductory activities for participants to reduce the risk of injury.</p> <p>4.2. Monitor individual participant's performance during canyoning session.</p> <p>4.3. Apply <i>instructional techniques</i> to impart <i>activity specific knowledge, canyoning skills</i> and <i>safety and rescue procedures</i>.</p> <p>4.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.</p> <p>4.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their canyoning skills and knowledge.</p>
5. Complete post session responsibilities.	<p>5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.</p> <p>5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback.</p> <p>5.3. Evaluate <i>relevant aspects</i> of the canyoning session and determine the level of learning achieved.</p> <p>5.4. Identify potential areas of improvement for future sessions.</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with participants to plan an appropriate canyoning session
 - convey information about the safety aspects of the session
 - interact with participants to create a safe and positive environment
- problem-solving skills to:
 - plan canyoning sessions according to participant's needs and characteristics
 - address participant difficulties in developing techniques
 - anticipate and respond to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and suitable locations
 - monitor and evaluate progress
 - organise participants into manageable groups for canyoning activities
- language and literacy skills to:
 - produce canyoning and instructional plans for the session
 - complete post session participant and self evaluations
- personal canyoning skills to a high level of technical correctness to enable demonstration and explanation of techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing canyoning.

Required knowledge

- legislation and organisational policies and procedures to ensure safe conduct of canyoning activities performed during canyoning sessions
- minimal impact canyoning codes to ensure protection of the environment
- site specific information to enable safe and effective planning and management of potential canyoning hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for canyoning, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements and factors affecting appropriate clothing selection, such as layering and protective clothing
- care and maintenance of canyoning equipment to ensure prolonged life span and safety requirements
- instructional techniques and strategies applicable to a range of ages and learning abilities to enable effective instruction of participants with different needs and characteristics
- principles of nutrition to maintain health and energy throughout the session
- canyoning techniques and common communication systems used between abseilers

and belayers when canyoning to reduce risk

- belay systems, devices and anchors appropriate for a range of canyons
- technical canyoning knowledge, such as advantages and disadvantages of various knots in a variety of situations
- weather and environmental information to ascertain possible conditions and their affect on the session
- first aid, emergency and rescue procedures relevant to the location to ensure risk minimisation to self and group.

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:

- plans and delivers information, explanations and demonstrations for canyoning sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve canyoning performance
- uses and modifies instructional techniques and or activities to cater for a range of individual learning styles
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure instruction of multiple canyoning activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- resources and information regarding participants and location to plan, instruct and document canyoning sessions
- a suitable canyon location for the conduct of instructional sessions
- a group of participants to take part in the canyoning session
- canyoning, abseiling, belaying, protection, navigation, communication, safety, first aid and teaching equipment.
- relevant regulatory requirements.

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:

- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all

canyoning activities

- observation of safe canyoning instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of canyoning session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOCAY405A Apply advanced vertical canyoning skills
- SISOCAY406A Establish complex belays in canyons
- SISOOPS303A Interpret weather conditions in the field
- SISOVTR402A Perform complex vertical rescues.

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.

Characteristics may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:

- develop canyoning skills and techniques
- education
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- canyoning activities and drills
- duration of activities and drills.

Canyoning plan may include:

- aims and objectives
- date, time and duration
- location, resources and equipment
- instructor and participant ratios
- safety requirements
- risk management plan.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- risk management procedures
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- instructor and participant ratios
- code of ethics.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation

- Risks** may include:
- group management hazards.
 - hypothermia
 - heat exhaustion
 - injuries
 - lost party or party member
 - equipment failure.
- Relevant sources** may include:
- Bureau of Meteorology
 - media
 - land manager or agencies
 - coastal patrol or coast guard
 - volunteer marine rescue
 - local knowledge
 - police.
- Weather and environmental information** may include:
- satellite images
 - daily and weekly forecasts
 - maximum and minimum temperatures
 - weather warnings
 - event warnings
 - river levels
 - synoptic charts
 - high and low tide predictions.
- Contingency plans** may include:
- change in weather and conditions
 - equipment failure.
- Equipment** may include:
- canyoning equipment
 - abseiling and belaying equipment
 - safety and rescue equipment
 - navigation equipment
 - communication equipment.
- Resources** may include:
- clothing and footwear
 - teaching aids.
- Contextual issues** may include:
- weather conditions, including times
 - season
 - transport
 - location
 - trip distance and duration
 - group objectives
 - group size.
- Relevant information** may include:
- risk and hazard prevention and management
 - canyoning techniques
 - safety procedures
 - rules and codes

- Safety procedures*** may include:
- responsible and safe behaviour.
 - A - anchors - secure and suitable to application
 - B - buckles - locked as per manufacturers recommendations
 - C - connectors - locked, secured and orientated
 - D - devices - threaded correctly and secured
 - E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
 - F - friend - cross check.
- Instructional techniques*** may include:
- simple to complex
 - part to whole
 - chronological
 - known to unknown
 - E.D.I.C.T:
 - explain
 - demonstrate
 - instruct
 - critique
 - test
 - I.D.E.A:
 - introduce
 - demonstrate
 - explain
 - apply
 - orientate, enhance, synthesise.
- Required knowledge*** may include:
- canyon features and conditions
 - minimal impact practices
 - risk and hazard management
 - communication systems used in canyoning.
- Canyoning skills*** may include:
- liloing and white water swimming
 - river running
 - abseiling and belaying
 - navigating
 - negotiating hazards and minimising risks.
- Safety and rescue procedures*** may include:
- emergency response
 - group management in emergency situations
 - symptoms, treatment and prevention of common canyoning risks.
- Relevant aspects*** may include:
- objectives
 - planning process

- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning