



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISOCYT201A Select, set up and maintain a bike**

**Release: 1**

## SISOCYT201A Select, set up and maintain a bike

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to select, set up and maintain a bike under supervision, for cycle touring. Other related competencies such as navigation and trip planning are defined elsewhere.</p> <p>No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to those working as assistant cycling tour guides or support staff under supervision. This may include those working for private cycling clubs and those carrying out bike safe courses and educational activities for school children.</p> <p>This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.</p>
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>	Nil	

<b>Prerequisite units</b>	Nil	

## Employability Skills Information

<b>Employability skills</b>	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 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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## Elements and Performance Criteria

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

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to discuss and ask questions about bike parts, tools and spare parts with instructor
- problem-solving skills to:
  - select appropriate tools for required bicycle repairs
  - check, prevent and repair common faults and deficiencies on a touring bicycle.

#### Required knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

- organisational policies and procedures to enable safe conduct of all maintenance tasks
- equipment and accessory types, characteristics and technology used for tour cycling, the advantages and disadvantages of the range of equipment, and factors affecting selection of equipment
- care and maintenance of cycling equipment to ensure prolonged life span and safety requirements
- construction features of bicycles and their use on road, off road and multi purpose
- maintenance tools and kits commonly used to repair tour bicycles
- cycling equipment and bicycle features that provide comfort
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>refers to sources on bike selection to select a bicycle for personal use that meets the needs, size and proportions of the rider</li> <li>identifies bicycle features, parts and tools and conducts routine checks and repairs on a bicycle to ensure it is suitably proportioned and in good working order</li> <li>applies knowledge of bicycle functioning and safety to select and use tools to repair common bicycle deficiencies, such as a broken chain and punctured tyres.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure application of routine maintenance checks and repairs on bicycles to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> <li>resources and information on bicycle selection</li> <li>a bicycle</li> <li>bicycle repair and maintenance products and equipment.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>observation of selecting bicycles, with evidence of reference to resources</li> <li>oral and or written questioning to assess knowledge of bicycle parts and their function</li> <li>observation of conducting pre-cycling routine maintenance checks and repairs on bicycle parts</li> <li>third-party reports from a supervisor detailing performance.</li> </ul> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

<b>EVIDENCE GUIDE</b>	
	for example: <ul style="list-style-type: none"> <li>• SISOCYT202A Demonstrate basic cycling skills.</li> </ul>
<b>Guidance information for assessment</b>	

## Range Statement

<b>RANGE STATEMENT</b>	
<p>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.</p>	
<b>Sources</b> may include:	<ul style="list-style-type: none"> <li>• internet</li> <li>• shops</li> <li>• manufacturers</li> <li>• clubs.</li> </ul>
<b>Bike options</b> may include:	<ul style="list-style-type: none"> <li>• mountain bike</li> <li>• road bike</li> <li>• hybrid bike</li> <li>• fixed gear.</li> </ul>
<b>Reasons for selecting</b> may include:	<ul style="list-style-type: none"> <li>• dominant use</li> <li>• cost</li> <li>• maintenance.</li> </ul>
<b>Needs, size and proportions</b> may include:	<ul style="list-style-type: none"> <li>• frame size</li> <li>• seat height and position</li> <li>• handlebar height</li> <li>• distance from the seat to handlebars.</li> </ul>
<b>Tools and spare parts</b> may include:	<ul style="list-style-type: none"> <li>• allen keys</li> <li>• spare tube, tyres and tyre levers</li> <li>• puncture repair kit</li> <li>• spanner set and or shifter</li> <li>• lubricant and degreaser</li> <li>• pump.</li> </ul>

**RANGE STATEMENT*****Bike parts*** may include:

- frame
- wheels
- tyres
- brake pads and cables
- pedals
- seat
- handlebars
- shifters
- derailleur
- suspension systems
- gears and cables.

**Unit Sector(s)**

<b>Unit sector</b>	Outdoor Recreation
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**Co-requisite units**

<b>Co-requisite units</b>	

**Competency field**

<b>Competency field</b>	
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