



**Australian Government**

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

# **SISOFSH206A Locate and attract fish**

**Release: 2**

## **SISOFSH206A Locate and attract fish**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to locate and attract specific species of fish.

### **Application of the Unit**

This unit applies to those working as guides in controlled fishing environments across the recreational fishing industry. This may include those working as fishing tour guides, sports fishermen, retail tackle shop assistants or those working as guides in fishing.

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.

### **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.

- |   |  |
|---|--|
| 1. Conduct pre activity research on specific species of fish. | <p>1.1. Apply knowledge of <b><i>anatomical features effecting locations</i></b> and specific lifestyles to determine preferred <b><i>habitats</i></b>.</p> <p>1.2. Identify <b><i>environmental factors</i></b> affecting preferred natural habitats.</p> <p>1.3. Determine food sources and feeding habits for particular species.</p> <p>1.4. Identify the role of predator or prey relationships and how they affect fish activity and location.</p> <p>1.5. Apply knowledge of fish migration patterns and identify the species of fish within locations, during specific seasons.</p> <p>1.6. Determine how <b><i>life cycles</i></b> affect fish behaviour, migration and location.</p> |
| 2. Attract and approach fish.                                 | <p>2.1. Identify the manner in which fish use sound, light, vision and smell to locate food.</p> <p>2.2. Attract target fish using <b><i>knowledge of fish senses</i></b> and various strategies according to <b><i>relevant legislation</i></b> and <b><i>organisational policies and procedures</i></b>.</p> <p>2.3. Determine the most appropriate bait and method of attracting and catching fish, based on the ability of fish to distinguish taste and touch.</p> <p>2.4. Apply knowledge of fish senses to develop strategies to approach fish without alerting them.</p>   |
| 3. Read water to locate fish.                                 | <p>3.1. Source general locations which best suit the various species of fish.</p> <p>3.2. Determine special needs and preferences of species sought by recreational fishers.</p> <p>3.3. Determine the importance of environmental factors on the location of fish.</p>  |

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
4. Locate fish based on visual sightings.	4.1. Identify fishing spots by the use of visual marks. 4.2. Develop methods for recording visual sightings for relocating fishing spots. 4.3. Determine factors affecting the accuracy of visual sightings.
5. Use fishing aids.	5.1. Identify how charts, binoculars, depth finders and GPS are used to locate likely fishing spots. 5.2. Use fishing aids according to the location, type of fishing and targeted fish species, to assist in the location of fishing spots.

## Required Skills and Knowledge

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

### Required skills

- planning and organising skills to source all relevant equipment and information required to locate and attract fish
- problem-solving skills to:
  - determine how anatomical features, environmental factors, predator and prey relationships, fish migration patterns and life cycles affect fish locations
  - decide on how to locate fish using various strategies based on fish senses, reading water, visual sightings and fishing aids
- literacy skills to:
  - conduct pre-activity research on fish locations
  - source information on how to locate a particular fish species.

### Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities
- basic fish anatomy, migration patterns, life cycles, predator and prey relationships, food sources and feeding habits for particular species of fish to help determine their location
- environmental factors affecting natural habitats
- sight, tactile, taste and olfactory senses of fish and how to locate and attract fish using their senses
- types of charts, depth finders, binoculars and global positioning systems used to locate and attract various species of fish.

## 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:

- conducts research to acquire knowledge of specific characteristics, senses, features and requirements of fish within a particular habitat and area to determine fishing spots and locations
- reads water and uses visual sightings and fishing aids to locate and attract specific fish species.

#### **Context of and specific resources for assessment**

Assessment must ensure application of strategies to locate and attract fish on multiple occasions in locations that reflect local conditions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding specific species of fish
- suitable fishing areas that allow participants to demonstrate their ability to locate and attract fish species
- a range of fishing aids to assist in locating and attracting fish.

#### **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 pre-activity research process
- written questioning to assess knowledge of methods used to locate and attract specific fish species
- observation of safe participation and demonstration of locating and attracting fish
- 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:

- SISOFSH203A Select, rig and use terminal tackle
- SISOFSH204A Select, use and maintain fishing tackle outfits.



## 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.

***Anatomical features affecting locations*** may include:

- size
- colouration
- size of eyes
- position of mouth
- teeth
- body shape.

***Habitats*** may include:

- freshwater
- saltwater.

***Environmental factors*** may include:

- temperature
- water clarity
- weather conditions
- oxygen
- shade
- pH
- water depth and flow
- tidal influence.

***Life cycles*** may include:

- breeding patterns
- spawning cycles
- fish age, size and characteristics during different seasons within the life cycle
- foods, food conversion, digestion, nutrition and growth at different stages of the fish life cycle.

***Knowledge of fish senses*** may include:

- extent and mechanism of vision of target fish species
- olfactory senses, how they function and their use in navigating over great distances
- ability of fish to distinguish taste and touch.

***Relevant legislation*** may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.fishing and motorised water craft regulations and restrictions
- recreational fishery and netting licenses
- creel and fish size limits

***Organisational policies and procedures*** may include:

- occupational health and safety
- safety and emergency procedures
- use, maintenance and storage of fishing equipment
- procedures for handling dangerous fish
- procedures for returning undersized and unwanted fish to water
- manufacturer's design specifications and recommendations for equipment use
- accepted industry best practice
- communication protocols
- code of ethics.

## **Unit Sector(s)**

Outdoor Recreation

## **Competency Field**

Fishing