Australian Government

Department of Education, Employment and Workplace Relations

SISOFSH308A Instruct fishing skills

Release: 2

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

SISOFSH308A Instruct fishing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct fishing skills in freshwater and saltwater environments. The unit focuses on planning, instructing and evaluating an instructional fishing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in fishing activities.

Application of the Unit

This unit applies to those working as fishing instructors or tour guides in freshwater and saltwater environments.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

Regulatory requirements may apply to this unit, depending on the waters in which the unit is to be assessed. Confirm requirements with the appropriate state authority.

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. Plan a fishing session	1.1. Establish participant's needs and ***characteristics***.
	1.2. Assess participant's current fishing knowledge in order to determine the ***session's aims and objectives***.
	1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics
	1.4. Develop a ***fishing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***.
	1.5. Identify potential ***hazards*** associated with fishing and minimise ***risks***, according to organisational policies and procedures, to ensure safety of participants.
	1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition.
	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	3.1. Communicate instructions and ***relevant information*** 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 fishing.

ELEMENT	PERFORMANCE CRITERIA
	3.4. Inform participants of known and anticipated hazards, safety procedures and appropriate behaviour.
	3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct the session	4.1. Monitor individual participant's performance during fishing session.
	4.2. Provide positive encouragement and feedback to each participant throughout session, and encourage feedback and questioning.
	4.3. Apply *instructional techniques* to impart *activity specific knowledge*, *fishing skills* and *safety and rescue procedures*.
	4.4. Observe participants during fishing, and adjust or refine individual and or group technique as required.
	4.5. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	4.6. Inform participants of opportunities to further develop their fishing skills and knowledge.
5. Complete post session responsibilities	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Evaluate *relevant aspects* of fishing session, and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future fishing instructional sessions.

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 fishing sessions that meet their needs
  - convey information about the safety aspects of sessions
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - address participant difficulties in developing fishing techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable body of water
  - monitor and evaluate progress
  - organise participants into manageable groups for fishing
- language and literacy skills to:
  - produce fishing and instructional plans for the fishing session
  - complete post session participant and self evaluations
- personal fishing skills to a high level of technical correctness to demonstrate and explain fishing techniques to participants
- water reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on fishing and safety
- weather reading skills such as wind speed and direction, temperature, humidity and other meteorological features that may impact on fishing and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies while instructing fishing skills.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities performed during fishing sessions
- location specific information to enable management of potential fishing hazards, and any special restrictions applying to the location
- equipment types, characteristics and technology used for fishing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for fishing to ensure comfort and safety
- care and maintenance of fishing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- fishing techniques used to maximise catch

- boating skills relevant to the instructional fishing session
- technical fishing knowledge, such as rig setup, deployment, monitoring and retrieval
- hydrology and river features such as currents, banks, change in gradient and volume, and how these impact on the fishing session
- navigation techniques to determine location and direction
- weather and environmental information to ascertain possible conditions and their effect on the session
- hazards commonly experienced on and around water and ways to avoid or negotiate these
- emergency procedures, rescues, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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 fishing sessions to ensure activities are conducted safely according to participant's needs and characteristics
	• uses and modifies instructional techniques and or activities for a range of individual learning styles
	• observes and monitors the progress of participants and provides constructive feedback and intervention to improve fishing performance
	• 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 fishing 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 sessions
	• appropriate bodies of water for the conduct of instructional sessions
	• a group of participants to take part in the session
	• fishing, navigation, safety and first aid equipment
	• relevant regulatory requirement
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 planning processes, such as consulting with participants to determine their needs and characteristics
	• oral or written questioning to assess application of legislation and organisational policies and procedures to enable safe conduct of all fishing activities
	• observation of safe fishing instruction, monitoring and adjustment according to participant's needs and

characteristics

- portfolio of fishing 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.

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:	• rigging a fishing rod to suit a target species • using techniques to deploy, monitor and retrieve fishing rigs • practicing casting technique • locating appropriate fishing locations • landing, handling and despatching fish • tagging and releasing fish.

Instructional plan may include:	• sequence of instruction:
	   • simple to complex
	   • part to whole
	   • chronological
	   • known to unknown
	• D.E.D.I.C.T:
	   • Demonstrate
	   • Explain
	   • Demonstrate
	   • Instruct
	   • Critique
	   • Test
	• E.D.I.C.T:
	   • Explain
	   • Demonstrate
	   • Instruct
	   • Critique
	   • Test
	• I.D.E.A:
	   • Introduce
	   • Demonstrate
	   • Explain

	• Apply
	• orientate, enhance, synthesise
	• fishing activities and drills
	• duration of activities and drills.
Fishing plan may include:	• aims and objectives
	• date, time and duration
	• location, resources and equipment
	• instructor and participant ratios.
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
	• 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
	• risk management procedures
	• time and budget constraints
	• confidentiality of participant information
	• communication protocols
	• code of ethics.
Hazards may include:	• temperature extremes
	• slippery or unstable terrain
	• dangerous animals and insects
	• stinging trees and nettles
	• dense vegetation
	• group management hazards.
Risks may include:	• hypothermia
	• heat exhaustion
	• injuries
	• exhaustion
	• lost party or party member
	• equipment failure.
Relevant sources may include:	• Bureau of Meteorology
	• media
	• land managers or agencies
	• coastal patrol or coastguard

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Weather and environmental information may include:	• volunteer marine rescue • local knowledge • 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:	• fishing equipment • navigation equipment • safety and rescue equipment.
Resources may include:	• clothing and footwear • teaching aids.
Contextual issues may include:	• weather conditions, including tide times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• fishing techniques • risk and hazard prevention and management • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • whistles • paddle signals • hand or arm signals • International River Signals.rod signals.
Instructional techniques may include:	• demonstration • communication • instruction • feedback.
Activity specific knowledge may include:	• fishing skills and techniques • water body features and hydrology • risk and hazard management.

Fishing skills may include:	• casting techniques • directing and manoeuvring a rig • landing procedures.
Safety and rescue procedures may include:	• emergency response • group management in emergency situations • symptoms, treatment and prevention of common fishing 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

Fishing