



Australian Government

Department of Education, Employment and Workplace Relations

SISORAF505A Instruct rafting skills

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to instruct rafting skills. This unit focuses on planning, instructing and evaluating instructional rafting sessions to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in rafting activities on graded water conditions.</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

Application of the unit	<p>This unit applies to those working as rafting instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants in a range of graded water conditions, with up to grade 4 rapids.</p> <p>This unit applies to 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

Prerequisite units	Nil	

Prerequisite units	Nil	

Employability Skills Information

Employability skills	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. Plan the session.	1.1. Establish participant's needs and <i>characteristics</i> . 1.2. Assess participant's current rafting knowledge in order to determine the <i>session's aims and objectives</i> . 1.3. Determine an <i>instructional plan</i> according to participant's needs and characteristics. 1.4. Develop a <i>rafting 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 rafting 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.	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.	3.1. Communicate instructions and <i>relevant information</i> about the rafting 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 rafting. 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 a rafting session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Demonstrate procedures for dealing with emergency and non routine situations according to

ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures. 4.3. Apply <i>instructional techniques</i> to impart required knowledge, <i>rafting techniques</i> and <i>safety and rescue procedures</i> . 4.4. Inform participants of opportunities to further develop their rafting 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 <i>relevant aspects</i> of the rafting session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future rafting instructional sessions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - convey information about the safety aspects of the session
 - interact with participants to create a safe and positive environment
 - provide clear and accurate instructions
 - encourage participants
- problem-solving skills to:
 - plan rafting sessions according to participant's needs and characteristics
 - address participant difficulties in developing techniques
 - anticipate and respond to non routine situations
 - read direction and speed of flow, currents, eddies and other hydrological features
- self-management to review and reflect on own work performance in effectively planning and instructing a session according to client expectations
- conflict resolution skills to identify and respond to inappropriate behaviour to enable effective management of group cohesion

REQUIRED SKILLS AND KNOWLEDGE

- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a suitable rafting location
 - monitor and evaluate progress
 - organise participants into manageable groups for rafting
 - select appropriate instructional techniques
 - make modifications to the session appropriate to location and environmental conditions
- language and literacy skills to:
 - produce rafting and instructional plans for the session
 - complete post session participant and self evaluations
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing rafting.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of rafting activities
- Marine Service Board, Marine Board Code of practice and minimal impact codes applicable to rafting to ensure safety and protection of environment
- site specific information to assist in the planning process and enable management of potential rafting hazards, and any special restrictions applying to the area
- equipment and raft types, characteristics and safety features, the advantages and disadvantages, and its care and maintenance
- selection and use of Personal Flotation Devices and rescue equipment, to ensure safety of participants
- clothing requirements for rafting such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- instruction techniques and theories applicable to a range of ages and learning abilities to enable the provision and adjustment of appropriate instruction
- principles of nutrition to maintain health and energy throughout the session
- communication systems used during rafting to reduce risk
- navigation techniques to determine location and direction
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the rafting experience
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- defensive and aggressive swimming techniques to swim out of trouble
- common injuries which may preclude participation
- first aid, emergency and rescue procedures relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

EVIDENCE GUIDE	
<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>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • plan, instructs and monitors participant performance and response appropriately to participant behaviour to maintain an effective learning environment • activities are conducted safely according to participant's needs, characteristics and teaching location • applies effective contingency management techniques to deal with a range of problems and issues that may arise during the session, such as equipment failure and makes adjustments in response to changing situations • instructs sequential sessions that meet participant expectations, comply with legislative and organisation requirement, and are of sufficient duration to allow the participant to demonstrate rafting skills • observes and monitors the progress of participants and provides constructive feedback and intervention to improve rafting performance • evaluates participant and own performance and identifies improvements for future sessions • uses appropriate delivery technique to enhance client learning and performance.
Context of and specific resources for assessment	<p>Assessment must ensure instruction of rafting activities appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> • suitable inland graded rivers, with up to grade 4 rapids, for the conduct of instructional sessions • participants to take part in the rafting session • rafting, safety, rescue, navigation, communication and teaching equipment • resources and information regarding participants and

EVIDENCE GUIDE	
	<p>location to plan, instruct and document rafting sessions for a variety of participants</p> <ul style="list-style-type: none"> • a suitable and safe method of transport, if required to drive raft to and from activity location.
Method of assessment	<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"> • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess the application of legislation and organisational policies and procedures to enable safe conduct of all rafting activities • observation of safe rafting instruction, monitoring and adjustment according to participant's needs and characteristics • portfolio of rafting session plans • third-party reports from a supervisor detailing performance. <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<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>	
<i>Characteristics</i> may include:	<ul style="list-style-type: none"> • age • cultural and situational factors • previous experience and knowledge • physical development

RANGE STATEMENT	
	<ul style="list-style-type: none"> • injuries and illnesses.
<i>Session's aims and objectives</i> may include:	<ul style="list-style-type: none"> • development of rafting skills and techniques • education • therapy • fitness targets • recreation.
<i>Instructional plan</i> may include:	<ul style="list-style-type: none"> • rafting activities and drills • duration of activities and drills • safety considerations • location • logistical requirements.
<i>Rafting plan</i> may include:	<ul style="list-style-type: none"> • aims and objectives • date, time and duration • location, equipment and resources • safety requirements.
<i>Relevant legislation</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
<i>Organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • time and budget constraints • communication protocols • confidentiality of participant information • working with children • environmental regulations • code of ethics.
<i>Hazards</i> may include:	<ul style="list-style-type: none"> • temperature extremes • slippery or unstable terrain • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported • stoppers or holes • strainers • rocks • waterfalls • man made objects • weirs • sieves

RANGE STATEMENT	
	<ul style="list-style-type: none"> • undercuts • other craft.
Risks may include:	<ul style="list-style-type: none"> • hyperthermia • hypothermia • flips and capsizes • wraps • entrapments • injuries • lost party or party member • equipment and course failure.
Relevant sources may include:	<ul style="list-style-type: none"> • Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	<ul style="list-style-type: none"> • satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	<ul style="list-style-type: none"> • change in location • change in river conditions • wait til conditions improve • don't get on river • equipment failure.
Equipment may include:	<ul style="list-style-type: none"> • rafting equipment • safety and rescue equipment • navigation equipment • communication equipment.
Resources may include:	<ul style="list-style-type: none"> • clothing and footwear • wet weather gear • food and water • teaching aids • safety equipment • rafting equipment • transport.

RANGE STATEMENT	
<i>Contextual issues</i> may include:	<ul style="list-style-type: none"> • weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size • length of session • evacuation route • equipment available.
<i>Relevant information</i> may include:	<ul style="list-style-type: none"> • safety and rescue procedures • rafting techniques • hydrological features • responsible and safe behaviour.
<i>Instructional techniques</i> may include:	<ul style="list-style-type: none"> • 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
<i>Rafting techniques</i> may include:	<ul style="list-style-type: none"> • forward and reverse ferry glides • raft control using crew • weight distribution • guide strokes

RANGE STATEMENT	
	<ul style="list-style-type: none"> • paddling manoeuvres • management of portages and raft linings • breaking in and out of current • use of current • offensive and defensive guiding • group roles and responsibilities.
<i>Safety and rescue procedures</i> may include:	<ul style="list-style-type: none"> • emergency and rescue procedures • defensive and aggressive swimming • group management in emergency situations • symptoms, treatment and prevention of common rafting risks.
<i>Relevant aspects</i> may include:	<ul style="list-style-type: none"> • 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)

Unit sector	Outdoor Recreation
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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